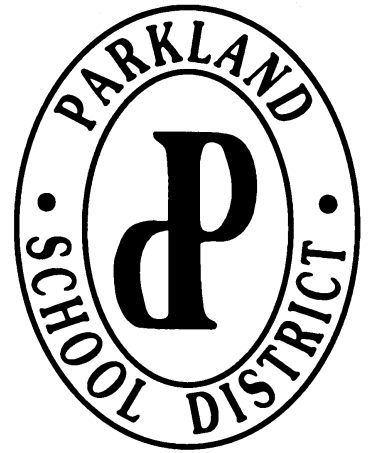


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**Know Your
School
'09-'10**



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OREFIELD

KNOW YOUR SCHOOL

Parkland Middle Schools

Springhouse

1200 Springhouse Road
Allentown, PA 18104
Phone 610-351-5700

Orefield

2675 PA Route 309
Orefield, PA 18069
Phone 610-351-5750

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Mrs. Michelle Minotti-Zurinkas

Principal

Dr. Rodney R. Troutman

Assistant Principal

Mr. Robert Holmes

Assistant Principals

Mr. George Karetsky
Mrs. Monica Ouly

Dean of Students

Mrs. Megan Bauer

Counselors

Mr. Greg Poremba
Mrs. Megan Jenkins
Mrs. Lynda Strohl
Mrs. Christine Thomas

Counselors

Mrs. Lori Fitch
Miss Elaine Letoski
Mr. Michael Gross
Mrs Christine Thomas

Nurse

Mrs. Sheri Frederick-Deeb

Nurse

Mrs. Deborah Costigan-Humes

District Administrative Staff

Dr. Louise Donohue, Superintendent
Mr. Richard Sniscak, Asst. Superintendent

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INTRODUCTION

Welcome to the middle school phase of your educational program. These next three years are extremely important to your growth and development. This booklet is designed to help you and your parents better understand the overall program of our middle schools.

The middle school years are the stepping stones from elementary school to high school. You should strive to learn a great deal about yourself and begin to look at the future. You will be provided with many experiences designed to develop knowledge, understanding, habits, and attitudes necessary for both educational and physical growth.

COUNSELING SERVICES

Counseling is one of the special services provided for every middle school student. With the cooperation of the student, the parent, and the school, planning for the vocational or educational future of the individual becomes realistic and meaningful.

The counseling program includes student or parent interviews, group guidance activities, team meetings, individual and group testing, and visitation by community people. Through this varied program, students are given an opportunity to understand themselves more fully, recognize strengths and interests, and evaluate their potential.

The counselors are available throughout the school day to assist the student in matters of personal adjustment, educational or vocational difficulties or other matters of concern. Students may arrange appointments by visiting the counselor's office. In addition, parents may also arrange a conference by calling the counselor's office at the respective schools.

PROGRAMS FOR HIGH POTENTIAL AND GIFTED STUDENTS

The Parkland School District recognizes its obligation to provide programs for its high potential and gifted students. It is further recognized that many of the basic education courses and activities now being offered in the middle school program are appropriate for these students. In sixth grade, students work with a teacher of the gifted through a pull-out program. Seventh and eighth grade students may select specially designed courses suited to our gifted and high potential students. Course descriptions for the Gifted/High Potential program appear later in this booklet.

SPECIAL EDUCATION

The special education program is designed for students who are determined to have specific needs as per federal and commonwealth guidelines. The special education staff assists the classroom teacher in delivering an appropriate educational program for the student with special needs. Special education services are delivered in regular education and through a support center, based on the needs of the student.

Parents are an integral part of the school team and their input is welcomed. An Individualized Educational Plan (IEP) is developed with the parents. The IEP outlines the support services provided for the students and the specially designed instruction needed.

ESL

The English as a Second Language Program in the Parkland School District offers qualified students intensive instruction in the language functions of speaking, listening, reading, and writing. The goal of the program is for our English Language Learners to become proficient in English so that they can fully participate in all academic, social, and co-curricular activities offered within the district. Students are identified and assessed as they enter the Parkland School District, and those who qualify for service receive instruction from an English as a Second Language teacher. They also participate in the general academic curriculum as appropriate to their needs. For further information regarding the Parkland ESL Program, please contact the Office of Curriculum, Instruction, and Professional Development at 610.351.5540.

STUDENT SUPPORT TEAM

The Parkland Middle Schools' Student Support Team is an intervention program designed to identify and refer "high risk" students to appropriate resources in the school or the community. It is a chance for you to help yourself or a friend if alcohol/drugs or a mental health problem is a part of your life.

Members of the team include: counselors, nurses, principals and teachers specially trained in drug and alcohol use or abuse and mental health problems. They coordinate the identification and referral of troubled students.

MEDIA CENTER

The library media center is an integral part of the middle school exploratory program. The library's objectives are to provide materials that will enrich and support the curriculum and personal needs of the user.

Middle school students receive orientation in the use of library facilities including career information resources. The instructional focus for strengthening library skills is reinforced with a unit in the reading curriculum that introduces periodical indexes, reference, and research tools.

Students are encouraged to use the facility for browsing or research as their schedule permits.

HEALTH SERVICES

A full-time nurse is part of the staff of each middle school to administer the school health and first aid program. The health room is equipped to provide for physical examinations, treatment of minor first aid in case of emergency, and treatment for minor illnesses. If it is necessary for a student to take prescribed medication during the school day, the nurse should be notified and the medication should be kept in the health room.

If a student becomes ill during the school day, he/she shall request a pass from a teacher in charge to report to the nurse in the health room. Ill students are required to have permission from the school nurse before they may be excused from classes or leave the building.

HOMEWORK AND STUDY HABITS

Home study is a necessary part of the educational program of each student. The student is expected to spend some time in addition to the scheduled class instruction to achieve satisfactory work. Some assignments are naturally long-range in nature and require planned study time for their completion. Planned study helps to eliminate the necessity of spending too much time in completing an assignment the day before it is due. Homework is

not restricted to the assignments made by individual teachers. Home study must include a daily effort to keep up with the progress of one's class.

Here are some study tips that every student should know:

1. Be sure you understand the assignment. When in doubt, ask the teacher.
2. Write the assignment down - don't trust your memory.
3. Do as much of your homework in school as time allows. This will leave ample time for studying, reading and reviewing at home.
4. Plan the order of studying your subjects.
 - a. Do memorization work early. Review again at the end of the study session.
 - b. Attack more difficult subjects first - easier ones last.
 - c. Alternate between written work and reading assignments.
5. If you are absent, check with your teachers immediately upon your return for work missed while absent. This is your responsibility.

Remember, the conscientious student will plan and organize a complete study program involving both home and school time. Parents are encouraged to set up a study area conducive to learning in the home. In addition, parental supervision and assistance are extremely beneficial to your child's educational learning processes.

A copy of the Parkland School District "Homework Policy" is included as Appendix B in this booklet.

TESTING PROGRAM

The Parkland School District's testing program is designed to provide information concerning the proficiency of students in selected grades on standardized tests of academic achievement and aptitude. The results of these tests provide a continuing record of each student's academic progress in comparison to national norms. They are also a valuable aid in identifying strengths and weaknesses in order to provide the best instructional program for the student.

All middle school students will participate in state mandated tests. The sixth, seventh and eighth grade will take the PSSA (The Pennsylvania State System of School Assessment) reading and math assessments, which is required by the State Board of Education. In April, the eighth grade will take the PSSA reading, writing and science assessment. Sixth and seventh grade students will participate in PSSA reading and mathematics assessment also in April.

EXTRA CURRICULAR ACTIVITIES

The extracurricular activity program is an important part of the middle school program. Students are encouraged to become involved in at least one or more extracurricular activities. There are activities for everyone. These include athletics, intramurals, music, drama, publications and special interest activities according to the needs of the group.

Listed are a few of the extracurricular activities offered at the middle schools.

SCHOOL DAY

Upon arriving at school, students will report to their lockers and then directly to homeroom. Homeroom period begins at 7:45 a.m. Following seven assigned periods, the school day ends at 2:40 p.m.

MARKING PERIODS

The school year is divided into six marking periods, each approximately six weeks in length.

SCHOLASTIC HONORS

Special recognition is made of those students who exhibit academic excellence. This recognition is provided in two ways: Honor Roll and Principal's List.

1. Honor Roll

2. Principal's List

Honor Roll

A list of students who have attained a quality point average of at least 3.25 in major subjects will be published quarterly. In addition, a student must obtain passing grades in all special subjects. This list will be subdivided into two categories as follows:

High Honors	3.75 - 4.00
Honors	3.25 - 3.74

Principal's List

To be named to the Principal's List at the conclusion of a school term, a student must attain High Honor Roll status in each of the six marking periods of that term and must also obtain a final grade-point average of 4.0, the letter grade of "A" in all core subjects each marking period.

Grade-point Determination for Honors

Grade-point averages are determined by adding the appropriate quality points for each letter grade and dividing by the number of major subjects. For the purpose of determining averages, the following point values are to be assigned to letter grades.

$$A = 4, B = 3, C = 2, D = 1, F = 0$$

FINAL GRADE

The final report card includes final grade *averages* for all courses. Adding the appropriate quality points (**A=4; B=3 etc.**) for each letter grade and dividing by the number of marking periods determines *the final average*. The plus and minus signs *are not utilized for this purpose*.

PROMOTION GUIDELINES

A student will be promoted to the next grade level when he/she has successfully completed the requirements of planned instruction in the current grade. This may include demonstrated proficiency on individual and/or group projects, written assessments, and oral presentations, to name a few.

Retention may be necessary if the student fails two (2) major subjects OR one (1) major subject and two (2) exploratory subjects. In this case, a student will have the opportunity to make up the work for major subjects during summer school. A student who fails three (3) or more major subjects during the school year may be retained. Due to the progression of the Parkland School District mathematics program, any student failing Pre-Algebra A or Pre-Algebra B must repeat the course in summer school

All courses taken during summer school will be recorded on the student's permanent record. The grade earned during the summer program will be reflected on the student's record.

SUMMER SCHOOL

Parkland School District offers a summer school program for middle school students. Students are required to provide their own transportation to and from summer school.

Subjects available for make-up are language arts, social studies, science, sixth grade mathematics, pre-algebra A and pre-algebra B. Tuition is charged for each course and is payable at the time of registration.

Daily classes will be one and one-half (1½) hours in length for each subject. Registration is limited to two (2) subjects and students must attend all sessions. The regular school rules concerning conduct and appropriate dress will apply.

Options for Meeting State Standards and Planned Instruction

Students in the Parkland School District also have several options available to them to demonstrate understanding and application of skills associated with course content. These options are alternatives for flexibility, advancement and enrichment of educational opportunities. They include:

- **Course completion:** Satisfactory completion of planned courses as determined by the principal in consultation with the teacher shall contribute to the achievement of planned instruction.
- **Assessment:** Regularly enrolled students may demonstrate achievement of student performance objectives by successful completion of assessments, regardless of the instructional time spent, under procedures and policies established by the superintendent and the board of school directors.
- **Independent study:** Students may demonstrate achievement of student learning outcomes as a result of participation in independent study courses.
- Students may achieve student performance objectives by following the in-home schooling procedures and requirements.
- **Curriculum exemption:** Students may demonstrate achievement of student performance objectives through religious objection requests provided they satisfy the alternate activities and requirements defined by the district.

SIXTH GRADE REGISTRATION INFORMATION AND PROGRAM OF STUDIES

All students entering grade six receive the same subjects. Students, identified as gifted, and participating in the gifted program, will receive instruction with a teacher of the gifted on a pull-out basis.

Major Subjects

Language Arts
Reading
Ancient Cultures
Mathematics
Science

SEVENTH GRADE REGISTRATION INFORMATION AND PROGRAM OF STUDIES

All students entering grade seven receive the same subjects: however, each major subject (language arts, math, social studies and science) has a more academically challenging course available for gifted and high potential students. Students, identified as gifted, and participating in the gifted program, may choose full or partial participation based on their individual academic strengths in the four major subject areas. Students not identified as gifted may be considered for the more challenging courses based on their individual academic profile, consisting of:

- (1) Pennsylvania System of School Assessment (PSSA)
- (2) Classroom Performance
- (3) Teacher Recommendation

Major Subjects

Language Arts
Western/Modern Culture
Pre-Algebra A, Pre-Algebra or
Algebra 1
Science

EIGHTH GRADE REGISTRATION INFORMATION AND PROGRAM OF STUDIES

For the most part, all students entering eighth grade receive the same subjects. The degree of differentiation among these subjects is a function of whether students take regular education or gifted/high potential courses. It follows that the gifted/high potential curriculum for each major subject area (language arts, mathematics, social studies, and science) is more academically challenging than its regular education counterpart.

Students who excel beyond the challenges of the regular education program, as evidenced by outstanding achievement may consider selecting the more challenging courses in the gifted program. This may be done on a course-by-course basis depending on his/her academic strengths. As a general guideline, the student should have attained an "A" average in the regular education course in seventh grade. A positive attitude and a desire to put forth the additional effort required of the more challenging courses are added qualities of the successful student.

Major Subjects

Language Arts
Contemporary Social Problems
Pre-Algebra B
Algebra 1 or Algebra 2
Science
Level 1 World Language (French, German, Spanish)
Language Arts Seminar

NONBINDING NOTE

The school reserves the right to cancel or postpone courses for which insufficient enrollment, lack of physical facilities, or unavailability of teaching personnel necessitates such action.

NONDISCRIMINATION POLICY

In accordance with state and federal law, the Parkland School District does not discriminate, either in the educational programs and activities which it operates or in the employment of personnel, on the basis of handicap, race, sex, color, national origin, age or religion.

The Parkland School District, in conjunction with the Lehigh County Vocational-Technical School, offers a variety of vocational programs. Admissions to these programs are available to all students. Criteria for admission are limited to academic aptitude and achievement and space available.

If you are physically or mentally handicapped, you may qualify for special services and instruction and equipment modifications so you can successfully complete the educational program or participate in activities.

For information about your rights or grievance procedures, contact the Title IX/Section 504 coordinator, Mr. Richard Sniscak, at the Parkland Administration Center (610-351-5503).

Parkland Middle Schools
Course Descriptions
6th Grade

Language Arts

The sixth-grade language arts curriculum focuses on the importance of reading as a lifelong skill while identifying expository, narrative, persuasive, and description text. Students are also asked to identify the uses of literacy techniques to build meaning and demonstrate critical analysis through discussion and independent assignments. In addition, students experience using a variety of writing modes such as personal narratives with reflection, informative/explanatory essays, persuasive essays, literacy responses and business letters. While engaged in the writing process, students utilize complex sentences, refine knowledge of tenses, pronouns, and sentence structure. The study of phrases, direct objects and subject/verb agreement are emphasized while utilizing the six analytical writing traits.

Mathematics

The sixth-grade curriculum is geared toward computation and estimation in all operations with whole numbers, fractions and decimals using correct order of operations. Emphasis is placed on ordering, adding, and subtracting integers, solving algebraic equations, and reading and writing numbers with exponents. The use of formulas to find perimeter, area, volume and circumference is stressed. Writing ratios, solving proportions, and relating percents, decimals and fractions are incorporated in the curriculum.

Social Studies

Ancient cultures is the topic stressed in the sixth-grade curriculum. Emphasis is placed on identifying how early people interacted with the environment and how social and economic life of ancient cultures in Africa, Asia and the Americas developed. Students define culture contact and identify the exchange of goods, knowledge and technology while learning about the effects the trade routes had on early civilizations. In addition, students learn about our economic system of free enterprise. Throughout the course of study, map and globe skills are utilized.

Science

Major topics for exploration in the sixth-grade curriculum include: populations and ecosystems; the nature of matter; forces and motion; oceanography. Throughout the course, emphasis is placed on the scientific method, attention to safety, using the tools of science and measurements. In addition, students participate in a simulation of a space shuttle mission in conjunction with the study of forces and motion. The hands-on, process approach to science is stressed to enhance science content.

Information Technology I

Today's students need to learn to live and work in a world where information is growing at a phenomenal rate. The Information Technology course involves students in activities that develop effective communication and the dynamic exploration of information. This course fosters problem-solving, self-confidence, and teamwork to create self-directed learners who can understand and assess the impact of information technology. Students use, manage, and work with a variety of technologies and media that will empower them to become productive, technologically literate members of society. Keyboarding instruction, computer applications, simulations, and content-related activities are utilized to implement this curriculum.

Family and Consumer Sciences

The sixth-grade course addresses the issues of food safety, consumer decision-making, and child development through the following areas of study:

Financial and Resource Management
Balancing Family, Career, and Community
Food Science, Dietetics, and Nutrition
Child Care and Development

Technology Education

Students participate in technology education in grades 6, 7 and 8. They are scheduled for one marking period as part of their exploratory cycle and circulate through three laboratories. The three laboratories that they are introduced to are – communications, power/transportation and manufacturing/construction.

Health/Safety/Physical Education

The sixth-grade program deals with major topics of human growth and development, the endocrine and nervous system, and the wellness/health triangle. Students analyze the connections and relationships of physical health, mental health, and social health to overall wellness. HIV/AIDS and other life-threatening and communicable diseases are studied, along with drug and alcohol prevention. Students take part in fitness testing and in a variety of athletic and rhythmical activities to increase coordination, strength, and flexibility.

The Visual Arts

The sixth-grade program sets a foundation for technical aspects of art production as well as an introduction to the study of art history, art criticism, and aesthetics. Emphasis is also given to expression of self and life-long learning experiences.

General Music

The 6th grade General Music class is an extension of the curriculum and skills taught in 5th grade. The emphasis of the course is on music making through composition and performance. Students study rhythm, melody, and the blues to gain greater insight into compositional devices (including instruction in music notation software), and the blues to gain greater insight into compositional devices (including instruction in music notation software) and performance skills. General Music meets daily for 1 marking period.

Performing Music Selection – 6th Grade

**Students in 6th Grade may take a Performing Music class in lieu of General Music. The Performing Music options are Chorus, Band, or Orchestra, or a combination of these classes. Chorus, Band, and Orchestra meet daily for two marking periods (MP2 and MP5) and students are required to remain in the class for both marking periods. In addition, after-school rehearsals will be held in preparation for concerts. Each teacher will provide a rehearsal schedule at the beginning of MP2 and MP5.

Chorus

6th Grade Chorus is a performance-oriented course designed to develop proper vocal techniques, teach concepts of choral singing, enhance knowledge of musical styles and terms, and improve music-reading ability. This class is open to any student regardless of singing ability or prior musical knowledge. The 6th Grade Chorus sings at 2 concerts per year as well as performing at school assemblies and various community events. Chorus meets daily for two marking periods (MP2 and MP5). However, students who elect Chorus with Band or Orchestra will have 3 days of vocal music and 3 days of either Band or Orchestra per 6-day cycle.

Orchestra

6th Grade Orchestra provides students with learning and performance opportunities on violin, viola, cello and bass. The primary focus is on the development and expansion of basic skills learned in sixth grade orchestra, which is necessary for effective instrumental music performance. In addition to playing in the 6th Grade Orchestra, individual growth and achievement are encouraged through participation in Honors Orchestra, PMEA Festivals and private lessons.

Topics/skills covered include:

- Tone Development and Bowing Technique
- Counting, timing, and rhythmic development
- Reading and notation skills, including sight reading
- Introduction of Scales
- Simple Music Theory
- Development of an extensive vocabulary of musical terms and symbols
- Ear training and listening skills
- Equipment care and maintenance
- Effective practice habits

Students in the 6th Grade Orchestra will perform in at least two concerts per year.

Band

6th Grade Band is an advanced playing ensemble, providing students with learning and performance opportunities on woodwind, brass, and percussion instruments. The primary focus is on the development, continuation, and expansion of basic skills learned in the sixth grade band, which is necessary for effective instrumental music performance. In addition to continued refinement of individual performance skills, greater emphasis is placed on ensemble performance skills. Students will continue to develop their knowledge of music theory, begin to analyze and evaluate music, and use critical thinking skills to make refinements in their performance. In addition to playing in the 6th Grade Band, individual growth and achievement are encouraged through participation in Jazz Band, Wind Ensemble, PMEA Festivals and private lessons.

Topics/skills covered include:

- Embouchure and Tone development
- Counting, timing, and rhythmic development
- Reading and notation skills, including sight reading
- Introduction of Scales
- Simple Music Theory
- Development of an extensive vocabulary of musical terms and symbols
- Ear training and listening skills
- Equipment care and maintenance
- Effective practice habits

Students in the 6th Grade Band will perform at least two concerts each year.

Reading Preparation – 1 rating period

The Reading Preparation class is designed to help students strengthen their skills in all reading areas that have been identified by the Pennsylvania System of School Assessment (PSSA) and Study Island Benchmark Assessment data. Online reading programs directly linked to the Pennsylvania State Standards in reading, direct teacher instruction, and additional hard-copy resources will be used to address each student's particular areas of concern.

Math Preparation – 1 rating period

The Mathematics Preparation class is designed to help students strengthen their skills in all math areas that have been identified by the Pennsylvania System of School Assessment (PSSA) and Study Island Benchmark Assessment data. Online mathematics programs directly linked to the Pennsylvania State Standards in math, direct teacher instruction, and additional hard-copy resources will be used to address each student's particular areas of concern.

Parkland Middle Schools
Course Descriptions
7th Grade

Language Arts

The seventh-grade curriculum is centered around an extensive study of grammar, grammatical constructions, and their carry-over into units of literature and composition. In order to develop an appreciation and an understanding for the various types of literature, the course introduces the student to the short story, the novel, and the similarities between the two. The art of composition, especially the development of the paragraph and the multiparagraph essay within the modes of narrative, informational, and persuasive writing is an area of focus. The study of vocabulary is presented through a vocabulary textbook.

Language Arts Gifted/High Potential

The seventh-grade Language Arts G/HP program is designed to be more challenging than the regular program. The seventh-grade G/HP program uses the regular program as a foundation; however, the G/HP program is different in some of the content, resources, processes and products of the course. Increases in the rate and mastery of learning as well as additional amounts of work will be expected. Students will also be expected to assume more responsibility for independent learning and decision making.

Some examples of differentiation include an increased amount of writing, reading novels and short stories that require higher level analysis, outside readings with group or individual reports to class, emphasis on oral expression and metacognition, independent learning of some vocabulary concepts, and submission of a long-term project.

Pre-Algebra A

The emphasis of the pre-algebra A course will be the exploration of algebraic concepts and processes so that students can understand the concepts of variable, expression, and equation. The topics and activities correlate with the National Council of Teachers of Mathematics (NCTM) and the Pennsylvania Standards for mathematics for middle school students. This course creates a bridge between the concrete curriculum of mathematics and the more formal curriculum of algebra over a two-year period. Topics covered in pre-algebra A curriculum are Variables and Expressions, Integers and Exponents, Rational Numbers, Graphing Coordinates and Linear Equations, Data Analysis and Geometry.

Pre-Algebra

The emphasis of the pre-algebra course will be the exploration of algebraic concepts and processes so that students can understand the concepts of variable, expression, and equation. The topics and activities correlate with the National Council of Teachers of Mathematics (NCTM) and the Pennsylvania Standards for mathematics for middle school students. This course creates a bridge between the concrete curriculum of mathematics and the more formal curriculum of algebra.

Algebra 1

Algebra 1 deals with developing the algebra of real numbers. The student is introduced to a vocabulary of algebraic terms and such basic concepts as variables, equation, inequality, solution set, and graphs. Students will learn the properties of equality and inequality and the properties of the various operations with the numbers of arithmetic. Other topics covered in this course are as follows: graphing of linear equations, systems of equation and laws of exponents and radicals.

Science

The seventh grade general science program blends content and process while aligning with the Pennsylvania Academic Standards for Science, Technology, Environment and Ecology for middle level. Core components include strands in the physical, life, earth and environmental sciences. Emphasis is on students doing the work of scientists by using laboratory experiences and by discussing current impacts of science and society. Activities may be differentiated to accommodate the various needs of students.

Science Gifted/High Potential

The seventh grade gifted/high potential (GHP) program includes all of the major components of the seventh grade general science curriculum. However, the laboratory experiences are expanded to include more experimental design, develop accurate conclusions, and apply research techniques. Varied assessments, which emphasize topic application and problem solving techniques may be utilized to assess each student's mastery of the concepts studied. A science fair project that includes independent research and a display board is required.

Social Studies

This course connects with the social studies course taught in 6th grade. Students will continue their study of ancient civilizations. The study will be expanded to provide a greater awareness of cultures throughout the world and how these civilizations have become the foundation of many of the modern cultures. There will be an emphasis on the development of Europe and Russia up to the age of exploration. This social studies course will integrate the study of world history and geography and include, where appropriate, the integration of economics and government.

Social Studies Gifted/High Potential

This course connects with the social studies course taught in 6th grade as students continue their study of ancient civilizations. It is designed to be more challenging than the regular program. The study of world history and geography will be integrated and include, where appropriate, the integration of economics and government. The same major units will be studied, but the approach to and assessment of the topics will include an emphasis on the higher level thinking skills. A historical research project is a requirement of the course. The historical research will be conducted using secondary and when available, primary sources.

Information Technology

Information Technology is a full year course, which meets three class periods per 6-day cycle. It is a laboratory-oriented course designed to review basic word processing skills and teach advanced word processing applications. In addition, students learn Internet use, desktop publishing, and how to create and deliver presentations. Classroom projects foster critical thinking, reading, organization, teamwork, presentation and other typical workplace skills. Projects from other curriculum areas may be integrated with Information Technology throughout the year. Seventh grade projects are more challenging than sixth grade projects, often requiring students to utilize a variety of software.

Introduction to World Languages

This course introduces students to the language and culture of French, German and Spanish speaking countries. The IWL course is divided into three twelve-week periods. The intent of the course is two-fold. Students explore the skills of listening, speaking, reading and writing as well as the culture of each target language.

Family and Consumer Sciences

The focus of each of the three areas of FCS is to teach technical and social skills using practical hands-on classroom organization. The food technology and nutrition unit addresses managing food supply resources, choosing to explore two main topics, USDA Dietary Guidelines and Breakfast, with classroom and laboratory experiences. The consumer resources unit discusses textiles and fabrics, provides an opportunity to construct a fabric project, and explores career opportunities. Family science explores the interrelationships of the family life cycle.

Technology Education

Students are scheduled for technology education during one marking period as part of their exploratory cycle and circulate through three laboratories – communications, power/transportation and manufacturing/construction. The approach of technology education is to have students involved in activities that develop skills of teamwork, problem solving, research and career exploration.

Health/Safety/Physical Education

The course encompasses the study of the skeletal, muscular, circulatory, and respiratory systems of the body. In addition to learning the basics of anatomy and physiology, students explore the care and prevention of common problems and diseases related to each system. Drug and alcohol prevention topics are addressed. Students take part in fitness testing and in anaerobic and aerobic activities to increase coordination, strength, and flexibility.

The Visual Arts

A large number of media is explored to provide a broad range of experiences in developing awareness of the diversity of the fine arts and crafts. Experiences may include drawing, painting, printmaking, textiles, clay, and sculpture. Students are involved in creating art, learning how to appreciate it and respond to it, learning about a place or culture in time, and making judgements about what constitutes quality in art.

General Music

The 7th grade General Music class is an extension of the curriculum and skills taught in 6th grade. The emphasis of the course is on music making through composition and performance. Students study rhythm, melody, and the blues to gain greater insight into compositional devices (including instruction in music notation software) and performance skills. General Music meets daily for 1 marking period.

Performing Music Selection – 7th Grade

**Students in 7th Grade may take a Performing Music class in lieu of General Music. The Performing Music options are Chorus, Band, or Orchestra, or a combination of these classes. Chorus, Band, and Orchestra meet daily for two marking periods (MP2 and MP5) and students are required to remain in the class for both marking periods. In addition, after-school rehearsals will be held in preparation for concerts. Each teacher will provide a rehearsal schedule at the beginning of MP2 and MP5.

Chorus

7th Grade Chorus is a performance-oriented course designed to develop proper vocal techniques, teach concepts of choral singing, enhance knowledge of musical styles and terms, and improve music-reading ability. This class is open to any student regardless of singing ability or prior musical knowledge. The 7th Grade Chorus sings at 2 concerts per year as well as performing at school assemblies and various community events. Chorus meets daily for two marking periods (MP2 and MP5). However, students who elect Chorus with Band or Orchestra will have 3 days of vocal music and 3 days of either Band or Orchestra per 6-day cycle.

Orchestra

7th and 8th Grade Orchestra provides students with learning and performance opportunities on violin, viola, cello and bass. The primary focus is on the development and expansion of basic skills learned in sixth grade orchestra, which is necessary for effective instrumental music performance. In addition to playing in the 7th – 8th Grade Orchestra, individual growth and achievement are encouraged through participation in Honors Orchestra, PMEA Festivals and private lessons.

Topics/skills covered include:

- Tone Development and Bowing Technique
- Counting, timing, and rhythmic development
- Reading and notation skills, including sight reading
- Introduction of Scales
- Simple Music Theory
- Development of an extensive vocabulary of musical terms and symbols
- Ear training and listening skills
- Equipment care and maintenance
- Effective practice habits

Students in the 7th – 8th Grade Orchestra will perform in at least two concerts per year.

Band

7th and 8th Grade Band is an advanced playing ensemble, providing students with learning and performance opportunities on woodwind, brass, and percussion instruments. The primary focus is on the development, continuation, and expansion of basic skills learned in the sixth grade band, which is necessary for effective instrumental music performance. In addition to continued refinement of individual performance skills, greater emphasis is placed on ensemble performance skills. Students will continue to develop their knowledge of music theory, begin to analyze and evaluate music, and use critical thinking skills to make refinements in their performance. In addition to playing in the 7th – 8th Grade Band, individual growth and achievement are encouraged through participation in Jazz Band, Wind Ensemble, PMEA Festivals and private lessons.

Topics/skills covered include:

- Embouchure and Tone development
- Counting, timing, and rhythmic development
- Reading and notation skills, including sight reading
- Introduction of Scales
- Simple Music Theory
- Development of an extensive vocabulary of musical terms and symbols
- Ear training and listening skills
- Equipment care and maintenance
- Effective practice habits

Students in the 7th –8th Grade Band will perform at least two concerts each year.

Reading Preparation – 1 rating period

The Reading Preparation class is designed to help students strengthen their skills in all reading areas that have been identified by the Pennsylvania System of School Assessment (PSSA) and Study Island Benchmark Assessment data. Online reading programs directly linked to the Pennsylvania State Standards in reading, direct teacher instruction, and additional hard-copy resources will be used to address each student's particular areas of concern.

Math Preparation – 1 rating period

The Mathematics Preparation class is designed to help students strengthen their skills in all math areas that have been identified by the Pennsylvania System of School Assessment (PSSA) and Study Island Benchmark Assessment data. Online mathematics programs directly linked to the Pennsylvania State Standards in math, direct teacher instruction, and additional hard-copy resources will be used to address each student's particular areas of concern.

Parkland Middle Schools
Course Descriptions
8th Grade

Language Arts

The eighth grade Language Arts program provides students with opportunities and resources to develop the skills of listening, speaking, reading and writing to enable students to participate as informed, literate members of society. Instruction provides the students with the necessary skills to write various types of paragraphs and develop an appreciation for the writer's techniques applied within sound pieces of literature. Strategies involve patterns and procedures for students to meet success utilizing the writing process to produce varied types of writing. Instruction advocates techniques for analyzing literature, and multiple opportunities for practice are encouraged.

Language Arts Gifted/High Potential

The G/HP eighth grade Language Arts program provides opportunities for students to interpret and to analyze literature including short stories, poetry, novels, and drama. This course encourages students to think independently, solve problems, master oral and written communication skills, and utilize correct grammar and punctuation on all written products. Students will utilize the writing process to produce multi-paragraph products and master skills required for description, narration, and persuasion. A firm, basic understanding of the 7th grade communication skills is necessary before considering the selection of this course. Demonstrating proficiency of concepts at a self-motivated and accelerated pace provides the framework for classroom activity. Mastery and cumulative learning within a variety of activities ranging from concrete/specific to random/abstract offers a challenge for students within this course.

Language Arts Seminar

Prerequisite: Recommendation from administration, counseling staff, and 7th grade Language Arts teacher.

This course is designed for eighth grade students who wish to improve their reading and writing skills in an intensive small group setting. It focuses on reading apprenticeship via individual student comprehension. Students will learn to support their understanding of a range of literature by developing reading strategies to construct oral and written meaning. They will read developmentally appropriate texts of all types and write sentences that develop into paragraphs and essays in the informative, argumentative, and narrative modes of writing. The Domain Scoring Rubric used on the PSSA writing tests will be introduced. Students will be given the opportunity to spend an additional class period on Language Arts material. This course is taken in place of French, German, or Spanish.

Pre-Algebra B

The emphasis of the pre-algebra B course will be the exploration of algebraic concepts and processes so that students can understand the concepts of variables, expressions, and equations. The topics and activities correlate with the National Council of Teachers of Mathematics (NCTM) and the Pennsylvania Standards for Mathematics for middle school students. This course creates a bridge between the concrete curriculum of mathematics and the more formal curriculum of algebra over a two-year period. Topics covered in the pre-algebra B curriculum include integers, properties of exponents, positive and negative rational numbers, real numbers, graphing linear equations using the slope of a line, square roots, the Pythagorean Theorem, proportions, percents, probability, and geometry. Pre-Algebra B is the second course of a two-year sequential course of study.

Algebra I

Algebra I deals with developing the algebra of real numbers. The student is introduced to a vocabulary of algebraic terms, and the basic concepts of variable, equation, inequality, and graph. Students learn strategies for operating with polynomials, solving linear equations and inequalities, and graphing linear functions. The laws of exponents and radicals are also components of this course.

Algebra II

Algebra II continues developing the algebra of the real numbers and expands to complex number arithmetic. Students review Algebra I concepts, but in more depth and detail. A major focus of this course is quadratic equations and functions. Other topics include systems of equations and rational expressions. Emphasis is placed on alternative strategies for problem solving.

Science

The eighth grade general science program will build upon prior scientific investigations and prepare the students for future science coursework. The program is aligned with the Pennsylvania Academic Standards for Science, Technology, Environment and Ecology for middle level. Core components include strands in the physical, life, earth, and environmental sciences. “Hands-on” activities, projects and presentations are utilized to promote student understanding. Activities may be differentiated to accommodate the various needs of students.

Science Gifted/High Potential

The eighth grade gifted/high potential (GHP) program includes all of the major components of the eighth grade general science curriculum. However, the laboratory experiences are expanded to include more experimental design, develop accurate conclusions, and apply research techniques. Varied assessments, which emphasize topic application and problem solving techniques, may be utilized to assess each student’s mastery of the concepts studied. A science fair project that includes independent research, a formal lab report, and a display board is required.

Social Studies

The purpose of the Civics and Social Politics course is to present the students with a basic understanding of the American political and legal system, as well as the possible causes and effects of major social problems in the U.S. These social problems consist of crime and the courts, the juvenile justice system and consumer protection.

Social Studies Gifted/High Potential

The major units of the regular Civics and Social Politics course are studied. Each student will be required to do a History Day research project and/or present an oral report, as well as prepare and participate in a mock trial. Students will also be required to select and research a controversial topic and participate in a classroom debate. Student research will include the use of secondary, and when available, primary sources. Testing will emphasize higher level thinking skills and include more essay questions.

French 1

The objective of French 1 is to begin development of the four skills of listening, speaking, reading and writing. Students are introduced to the target language, culture and civilization through the use of a fully integrated textbook/workbook/video program. Supplemental materials enhance the textbook instruction. Assessment is aural/oral and written.

German 1

Emphasis is placed on communicative competence in the target language. The vocabulary used is chosen for its usefulness and frequency of occurrence in everyday speech. Grammar study is limited to basic concepts and structures. Students are introduced to German culture through videos. Listening comprehension is strengthened through the use of tapes, which accompany the text. Writing is introduced through the use of the textbook exercises and homework assignments. Assessment is written and oral.

Spanish 1

The emphasis in this course is directed toward the four basic language skills: listening, speaking, reading, and writing. The target language is spoken in the classroom to develop comprehension and conversation. These two skills are reinforced through the use of audio, video and computer technology. Reading and writing are developed

through written exercises and cultural readings. Basic grammar and vocabulary are taught in the course. Supplementary materials are used to reinforce grammatical understanding and enhance aural/oral performance. Traditional and alternative assessments are used to evaluate student performance.

Language Extensions

The eighth grade Language Extensions course is designed to improve students' appreciation for, and proficiency in, reading, writing, listening, speaking, and thinking. This course is taken in place of French, German, or Spanish I. These important components will be developed through the students' classroom participation using a variety of literature, vocabulary, and classroom discussions. This course will complement the eighth grade curriculum by providing the students with reading strategies to utilize in other subject areas. Finally, students will develop higher-level thinking skills in reading, writing, listening, and speaking while developing a greater appreciation of themselves as active learners.

Information Technology

Information Technology is a full year laboratory-oriented course, which meets three class periods per 6-day cycle. Classroom projects foster critical thinking, reading, organization, teamwork, presentation and other typical workplace skills. Projects from other curriculum areas may be integrated with Information Technology throughout the year. Eighth grade projects require students to analyze problems, devise appropriate action plans, judge best solutions, and develop projects that reflect their creativity, individuality, use of appropriate software and quality work.

Family and Consumer Sciences

The mission of each of the three areas of FCS is to strengthen individuals for lifelong participation in home, community, and society by teaching technical and social skills in a practical application classroom. The food technology and nutrition unit promotes nutrition and wellness by continuing to explore the USDA Guidelines and by introducing bacterial control in food preparation as part of the classroom and laboratory experiences. Consumer resource lessons explore housing and design by completing a house plan and a craft project. Family science introduces principles of decision-making in money management.

Technology Education

Students are scheduled for technology education during one marking period as part of their exploratory cycle and circulate through three laboratories – communications, power/transportation and manufacturing/materials. The approach of technology education is to have students involved in activities that develop skills of teamwork, problem solving, research and design and career exploration.

Health/Safety/Physical Education

The eighth grade program includes units on the digestive, endocrine, and reproductive systems. Contemporary health issues such as substance use and abuse and eating disorders are discussed in the context of each body system. Students take part in fitness testing and in a variety of anaerobic and aerobic activities to increase coordination, strength, and flexibility.

The Visual Arts

The eighth grade program is an extension and refinement of the previous grade level. More in-depth experiences are provided to heighten the awareness of the diversity of the fine arts and crafts. In addition, a strong emphasis is placed on the career opportunities in the field of visual arts.

Performing Music

Students in 8th Grade may take a Performing Music class in lieu of General Music. The Performing Music options are Chorus, Band, or Orchestra, or a combination of these classes. Chorus, Band, and Orchestra meet daily for two marking periods (MP2 and MP5) and students are required to remain in the class for both marking periods. In addition, after-school rehearsals will be held in preparation for concerts. Each teacher will provide a rehearsal schedule at the beginning of MP2 and MP5.

Band

Seventh and Eighth Grade Band is an advanced playing ensemble, providing students with learning and performance opportunities on woodwind, brass, and percussion instruments. The primary focus is on the development, continuation, and expansion of basic skills learned in the sixth grade band, which is necessary for effective instrumental music performance. In addition to continued refinement of individual performance skills, greater emphasis is placed on ensemble performance skills. Students will continue to develop their knowledge of music theory, begin to analyze and evaluate music, and use critical thinking skills to make refinements in their performance. In addition to playing in the 7th – 8th Grade Band, individual growth and achievement are encouraged through participation in Jazz Band, Wind Ensemble, PMEA Festivals and private lessons.

Topics/skills covered include:

- Embouchure and Tone development
- Counting, timing, and rhythmic development
- Reading and notation skills, including sight reading
- Introduction of Scales
- Simple Music Theory
- Development of an extensive vocabulary of musical terms and symbols
- Ear training and listening skills
- Equipment care and maintenance
- Effective practice habits

Students in the 7th –8th Grade Band will perform at least two concerts each year.

Chorus

The 8th Grade Chorus is a performance-oriented course designed to develop proper vocal techniques, teach concepts of choral singing, enhance knowledge of musical styles and terms, and improve music-reading ability. This class is open to any student regardless of singing ability or prior musical knowledge. The 8th Grade Chorus sings at 2 concerts per year as well as performing at school assemblies and various community events. Chorus meets daily for two marking periods (MP2 and MP5). However, students who elect Chorus with Band or Orchestra will have 3 days of vocal music and 3 days of either Band or Orchestra per 6-day cycle.

Orchestra

7th and 8th Grade Orchestra provides students with learning and performance opportunities on violin, viola, cello and bass. The primary focus is on the development and expansion of basic skills learned in sixth grade orchestra, which is necessary for effective instrumental music performance. In addition to playing in the 7th – 8th Grade Orchestra, individual growth and achievement are encouraged through participation in Honors Orchestra, PMEA Festivals and private lessons.

Topics/skills covered include:

- Tone Development and Bowing Technique
- Counting, timing, and rhythmic development

- Reading and notation skills, including sight reading
- Introduction of Scales
- Simple Music Theory
- Development of an extensive vocabulary of musical terms and symbols
- Ear training and listening skills
- Equipment care and maintenance
- Effective practice habits

Students in the 7th – 8th Grade Orchestra will perform in at least two concerts per year.

Reading Preparation – 1 rating period

The Reading Preparation class is designed to help students strengthen their skills in all reading areas that have been identified by the Pennsylvania System of School Assessment (PSSA) and Study Island Benchmark Assessment data. Online reading programs directly linked to the Pennsylvania State Standards in reading, direct teacher instruction, and additional hard-copy resources will be used to address each student's particular areas of concern.

Math Preparation – 1 rating period

The Mathematics Preparation class is designed to help students strengthen their skills in all math areas that have been identified by the Pennsylvania System of School Assessment (PSSA) and Study Island Benchmark Assessment data. Online mathematics programs directly linked to the Pennsylvania State Standards in math, direct teacher instruction, and additional hard-copy resources will be used to address each student's particular areas of concern.

PARKLAND SCHOOL DISTRICT PROGRAMS

I. HOMEWORK (Adopted March 19, 2002) (Revised September 26, 2006)

a. Purpose

Purpose Parkland School District believes that homework is an essential and integral part of every student's total educational program. Through homework, classroom instruction is reinforced; high expectations are supported; students are motivated toward self-direction; and the relationship of school and home in the learning process is strengthened. Accordingly, classroom teachers will require assigned homework, based upon the following objectives and guidelines which follow:

1. To serve as an extension of the learning process.
2. To reinforce skills taught through practical application.
3. To improve study skills and work habits.
4. To develop self-discipline and a sense of responsibility.
5. To enhance home-school communications by providing the parents/guardians with the opportunity to monitor their child's progress on a regular basis.

b. Guidelines

Secondary-Level Teachers

1. Provide information to the students at the beginning of the course which will assist them in completion of independent study assignments and the importance homework will have on their understanding of the subject matter.
2. Inform students how homework will be used in the determination of their grades.
3. Make assignments clear, meaningful, relevant and without unnecessary repetition/busy-work.
4. Teach students the necessary skills to accomplish the assignment independently.
5. Consider the availability and accessibility of materials necessary to complete an assignment.
6. Keep in mind that students have other subject responsibilities and outside activities; therefore, assignments should require a reasonable length of time to complete.
7. Make assignments in such a manner as to discourage copying or plagiarizing.
8. Review or check homework assignments in an appropriate manner to assure that all understand the assignment.
9. When necessary, provide small group assignments to meet the variety of students' needs.
10. Homework should not be punitive.

Homework Assignments Parents/Guardians May Expect

Review -

1. Practicing the basic skills of reading and mathematics.
2. Solving problems similar to those studied in class.
3. Preparing for tests.
4. Reading to parents/guardians from library books or other materials used in class.

Development -

1. Using library, or home reference materials, and the internet to gather information for class discussion.
2. Preparing a current events report in social studies, science or communications.
3. Summarizing a historical event, a story or a science procedure.
4. Collecting or classifying materials.
5. Constructing a model or doing an experiment.

Independent Study -

1. Preparing a science research project.
2. Organizing a bibliography to be shared with other students.
3. Reading additional books about a topic introduced in class.
4. Completing worksheets assigned for class discussion.

Parent/Guardian Participation

While the student should assume the major responsibility for completing the homework assignment, parents/guardians are encouraged to take an active interest in homework in the following ways:

1. Provide a definite time and suitable place for study activities.
2. Monitor the use of media and set an appropriate time limit.
3. Turn off the radio/stereo/television while your child is studying.
4. Make resource information available by providing educational visits to museums, libraries, and other local sites of educational value.
5. Check your student's work for neatness.
6. Read at the same time your child is studying; provide "study time" for the whole family.
7. Review schoolwork and class activities with your child everyday.
8. Set a limit to cocurricular/noncurricular activities when they interfere with studying time. Help your child control the urge to be in everything.
9. Support children during home study time by monitoring their actions, keeping them on task and providing help when necessary.
10. Discuss homework assignments with the teacher when the student's physical condition necessitates it.

PARKLAND SCHOOL DISTRICT PROGRAMS

II. Interscholastic Athletics (Adopted March 19, 2002) (Revised January 22, 2008)

a. Purpose

The Board recognizes the value of a program of interscholastic athletics as an integral part of the total school experience for all students of the district and to the community.

b. Definition

For purposes of this policy, the program of interscholastic athletics shall include all activities relating to competitive or exhibition sport contests, games or events involving individual students or teams or students when such events occur between schools within this district or outside this district.

c. Authority Title 22, Sec. 4.27, 34 CFR, Sec. 106.41 Pol. 103

It shall be the policy of the Board to offer opportunities for participation in interscholastic athletic programs to male and female students on as equal a basis as is practicable and without discrimination in accordance with law and regulations.

SC 511

The Board shall require that all facilities utilized, whether or not the property of this Board, properly safeguard both players and spectators and are kept free from hazardous conditions.

SC 511

The Board shall determine the standards of eligibility to be met by all students participating in the interscholastic program. Such standards shall require that each student, before participating in any interscholastic activity, be covered by student accident insurance; be in good physical condition; be free of injury and illness, as determined by the district physician.

The Board further adopts those eligibility standards set by the Constitution of the Pennsylvania Interscholastic Athletic Association, and such standards shall be reviewed annually to ascertain that they continue to be in conformity with the standards of this district.

Off-Campus Activities , Pol. 218

This policy shall also apply to student conduct that occurs off school property and would violate the Code of Student Conduct if:

1. There is a nexus between the proximity or timing of the conduct in relation to the student's attendance at school or school-sponsored activities.
2. The student is a member of an interscholastic team and has been notified that particular off-campus conduct could result in exclusion from such activities.
3. Student expression or conduct materially and substantially disrupts the operations of the school, or the administration reasonably anticipates that the expression or conduct is likely to materially and substantially disrupt the operations of the school.

4. The conduct has a direct nexus to attendance at school or a school-sponsored activity, such as an agreement to complete a transaction outside of school that would violate the Code of Student Conduct.
5. The conduct involves the theft or vandalism of school property.

5. Guidelines Participation Eligibility

To be eligible for interscholastic competition, a student must pursue a curriculum approved by the principal and must maintain for the current semester or term a passing grade in at least four (4), one-hundred and twenty (120) hour full credit subjects, or the equivalent, approved by the Pennsylvania Department of Education. Evaluation of subject credits shall conform with the standards established by the Pennsylvania Department of Education.

Title 22, Sec. 12.1, 12.4

The Superintendent shall ensure that interscholastic athletics are open to all eligible students and that all students are fully informed of the opportunities available to them.

Parkland School District reserves the right to deny interscholastic athletics participation to any student under the circumstances and conditions as outlined:

1. Upon a fair and reasonable evaluation of a student's attitude, behavior, willingness to participate, cooperation and attendance, the administration or a coach of a sport may deny a student participation in that sport.

Pol. 218

2. As a result of serious or repeated infraction(s) or violations of school rules during an athletic activity or while being transported to or from said activity, a student may be denied participation by an administrator.

3. Students are not permitted to participate in interscholastic athletics while excluded from school.

Pol. 204

4. A student who is absent from school may not participate in an interscholastic activity on that date, unless prior approval has been granted by the building administrator.

Eligibility of 7th And 8th Grade Students

The Parkland School District offers interscholastic athletic opportunities for students in grades seven (7) and eight (8). Sixth grade students are not eligible to participate. In accordance with P.I.A.A. by-laws, students in grades seven (7) and eight (8) may not practice or compete on high school interscholastic varsity or junior varsity teams. Athletically advanced eighth grade students, with administrative approval, may participate in freshman-level programs. All students participating in interscholastic athletics (grades 7-12) prior to participation, must submit parental permission and evidence of a physical examination by a licensed doctor of medicine or osteopathy. The school will provide the appropriate form for parental and physician signatures.

PARKLAND SCHOOL DISTRICT POLICIES

Attendance (Adopted September 17, 2002) (Revised March 25, 2008)

1. **Purpose** SC 1301, 1326, 1327, Title 22, Sec. 11.12, 11.41, 12.1, Pol. 200

The Board requires that school age students enrolled in district schools attend school, regularly, in accordance with state laws. The educational program offered by the district is predicated upon the presence of the student and requires continuity of instruction and classroom participation in order for students to achieve academic , standards and consistent educational progress.

2. **Authority** SC 1327, 1329, 1330, Title 22, Sec. 11.23, 11.25, 12.1

Attendance shall be required of all students enrolled in district schools during the days and hours that the school is in session, except that a principal or teacher may excuse a student for temporary absences when receiving satisfactory evidence of mental, physical, or other urgent reasons that may reasonably cause the student's absence. Urgent reasons shall be strictly construed and do not permit irregular attendance.

Title 22, Sec 11.21

All absences occasioned by observance of the student's religion on a day approved by the Board as a religious holiday shall be excused. A penalty shall not be attached to an absence for a religious holiday.

SC 1546, Title 22, Sec. 11.21

The Board shall, upon written request of the parents/guardians, release from attendance a student participating in a religious instruction program acknowledged by the Board. Such instruction shall not require the child's absence from school for more than thirty-six (36) hours per school year, and its organizers must inform the Board of the child's attendance record. The Board shall not provide transportation to religious instruction. A penalty shall not be attached to an absence for religious instruction.

SC 1327, Title 22, Sec. 11.8, 11.22, 11.23, 11.28, Pol. 115, 116, 117, 118

Attendance need not always be within the school facilities, a student will be considered to be in attendance if present at any place where school is in session as approved by the Board; the student is receiving approved tutorial instruction or health or therapeutic services; the student is engaged in an approved and properly supervised independent study, work-study or career education program; the student is receiving approved homebound instruction.

SC 1329, 1330, Title 22, Sec. 11.34

On certification by a physician or submission of other satisfactory evidence and on approval of the Department of Education, students who are unable to attend school or apply themselves to study for mental, physical or other reasons that preclude regular attendance shall be excused by the Board.

SC 1329, Title 22, Sec. 11.41

The Board shall permit a student to be excused for participation in a project sponsored by a statewide or countywide 4-H, FFA or combined 4-H and FFA group upon written request prior to the event.

3. Guidelines

Legal Absences

A student who is absent from school should return an absentee card to the administrative office of school within three (3) school days of return to classes. Without notification, the absence should be considered unexcused/illegal.

A student who is legally absent from school is entitled to make up work according to the following guidelines:

1. **Make-up work** is defined as that work which was assigned and/or covered in classes on the day(s) the student was absent. This implies that all work assigned through the student's last day of attendance is due on the first day of the student's return to classes.
2. All work assigned and/or covered during a student's absence must be completed in a reasonable period of time not to exceed two (2) days for each day of absence. Additional time to complete the work may be allotted at the discretion of the classroom teacher.
3. Students excluded from school through suspension will retain the same make-up rights and responsibilities as indicated in (1) and (2) above, but students will not be provided with formal classroom assignments while on suspension.
4. In all cases, it shall be the responsibility of the student to approach the classroom teacher in order to ascertain make-up assignments.
5. On days of absence, students may not sign in and out to attend specific classes.

Illegal Absences

A student who is truant (illegally absent from school) may not be permitted to make up work assigned and/or covered during the period of illegal absence.

SC 1333, 1338, 1354, Title 22, Sec. 12.1, Pol. 218, 233

Additional penalties for illegal absence are as follows, at the discretion of the administrator in charge:

1. First day of truancy will result in assignment of two (2) after-school detentions.
2. Second day of truancy will result in assignment of one (1) Saturday detention.
3. Third day of truancy will result in assignment of three (3) Saturday detentions.
4. Fourth day of illegal/unexcused absence will result in the assignment of three (3) in-school suspensions (ISS) and a referral to the magistrate (under seventeen (17) years of age). All students who are under the age of seventeen (17), and therefore covered by the Pennsylvania Compulsory School Attendance laws, require the filing of truancy charges under Act 29 of 1995 before a Magistrate or District Justice. This act provides for penalties to be levied on truant students and/or their parent(s)/guardian(s). The law now permits school officials to charge either the parent/guardian of the truant student, the truant student him/herself, or both. The law also provides for fines up to \$300.00 and subsequent costs. The ruling District Justice may also sentence parent(s)/guardian(s) found guilty to a special parenting program. When a student is found guilty of truancy, s/he is subject to the same fines and costs and may also be remanded to an adjudicated alternative educational program for a period of time to be determined by the ruling District Justice. Act 29 also removes from the truant student his/her Pennsylvania motor vehicle driving privileges for ninety

(90) days on the first offense and for six (6) months for each subsequent offense. Unlicensed truant students are prohibited from applying for a learner's permit for ninety (90) days on the first offense and for six (6) months for all succeeding offenses after their 16th birthday.

5. Fifth and subsequent days of illegal/unexcused absence will result in a 3-10 day out-of-school suspension (OSS) and a referral to the magistrate (truancy-under seventeen (17) years of age).

Truancy Intervention

Recognizing that a student's truant behavior is often symptomatic of a larger problem, administrators will utilize the Parkland School District Truancy Intervention Program in dealing with problems of chronic truancy.

Unexcused Absences

All students who are seventeen (17) years of age or older shall be responsible for complying with the following policy regarding their absences from school.

A student who is absent from school without an acceptable excuse will not be permitted to make up work assigned and/or covered during that period of absence.

A student who accumulates ten (10) days of unexcused absence from school within one (1) school year will be considered as failing to meet the requirements for promotion or graduation. As such, s/he will be required to repeat the school year during which the ten (10) unexcused absences occurred.

In addition, penalties (1-5) listed above will be imposed when a student is absent from school without legal excuse.

Physician's Excuse Requirement

After ten (10) days of absence from school in any one (1) school term, a physician's certificate of illness may be required for any or all additional days of absence from the parent(s)/guardian(s) of a student. Any absence not so certified by a physician's certificate of illness may be declared unexcused/illegal, and all the penalties of this policy shall be applicable.

Emergency Permits

From time to time, unusual circumstances may occur which require that a student be excused for a portion of a school day, a full day or days. Teachers whose classes will be missed shall be apprised of the reason for the absence, in advance. Emergency permits are issued, subject to approval by the principal or assistant principal.

Students who find themselves in an emergency situation are to follow the procedure to secure an emergency permit, such as the one (1) that follows:

1. Apply in writing with a note signed by a parent/guardian at least one (1) day in advance to either the principal or the assistant principal, with a full explanation of the nature of the request.
2. Upon receiving the emergency permit with the administrator's signature, the student shall secure the signatures of all teachers whose classes will be missed.
3. The emergency permit shall be returned to the issuing administrator before the student is scheduled to be absent from classes.
4. When only a fraction of a day is involved, the student shall sign the attendance log before leaving and upon returning.

A student may be granted an emergency permit for the following reasons:

1. Illness in the immediate family.
2. Court appearances.
3. Funerals.
4. College visitation.
5. Graduation ceremonies of members of immediate family.
6. Dental and doctor's appointments (students and parents/guardians are discouraged from scheduling these appointments during school hours). Any indication of abuse, in regard to such appointments, will require evidence of an appointment by way of a doctor's/dentist's appointment card.

Medical/Dental Appointments

Title 22, Sec. 11.23, 11.25

The Board will recognize other justifiable absences for part of the school day. These will include medical or dental appointments.

Parents/Guardians are encouraged to schedule medical and dental appointments near the close of the school day or outside of regular school hours.

Travel

Title 22, Sec. 11.26

A student may be excused from school to travel if the travel is of an educational nature. A written request for approval of the travel must be submitted to the principal of the school by the parents or legal guardian prior to the planned trip.

Work may be assigned for the student to complete during the time of absence from school.

Notification Of Parents/Guardians

A student who has run away from home and not returned to school shall be carried on the active roll for a maximum of fifteen (15) days after the police have been notified. Such absence shall be classified as unexcused.

After a number of days of absence from school in any one (1) school term which is judged by the principal or designee to be excessive, a physician's certificate of illness may be required for additional days of absence, from the parents/guardians of any student covered by the compulsory attendance law. Any absences not so certified may be declared unexcused/illegal.

A form notice will be sent to the parents/guardians of any student adjudged to be abusing the regular attendance responsibility of all public school students as set down in the state regulations.

PARKLAND SCHOOL DISTRICT POLICIES

Health Examinations (Adopted September 17, 2002) (Revised March 28, 2006)

a. Authority SC 1402, 1403

In compliance with the School Code, the Board shall require that students of this district submit to health and dental examinations.

b. Guidelines SC 1402, 1407 Title 22 Sec. 7.13

Each student shall receive a comprehensive health examination upon original entry, while in sixth grade and in eleventh grade. These examinations will be conducted by the school physician. A private examination conducted at the parents'/guardians' request and at their expense will be accepted in lieu of the school examination.

SC 1403, 1407

Each student shall receive a comprehensive dental examination upon original entry, while in third grade and in seventh grade and in other grades specified by the district. These parents'/guardians' request and at their expense will be accepted in lieu of the school examination.

The district will accept reports of privately conducted physical and dental examinations completed within one (1) year prior to a student's entry into the grade where an exam is required.

SC 1409

For each student transferring to the district schools, the Superintendent or designee shall request an adequate health record from the transferring school.

SC 1402

Height and weight measurements and vision tests shall be performed annually for all students. Specific screening tests may be administered to students in certain grades.

SC 1409 Pol. 216, 216.1

The individual student records of health examinations shall be maintained as a confidential record, subject to statute and Board policies.

SC 1419, Title 28, Sec. 23.45

A student who presents a statement signed by the parent/guardian that a medical examination is contrary to his/her religious beliefs shall be examined only when the Secretary of Health determines that the student presents a substantial health menace to the health of other persons.

c. Delegation of Responsibility- SC 1402, 1406, Title 22, Sec. 7.13

Where it appears to school health officials or teachers that a child deviates from normal growth and development or where school examinations reveal conditions requiring health or dental care, the parent/guardian of the child shall be informed. When the parents/guardians inform the school of financial inability to provide an examination, the school shall advise them of the availability of public assistance. Where no action is taken, the school may conduct further examinations.

SC 1405, Title 28, Sec. 23.2

Parents/Guardians of children who are to be examined shall be notified of such examinations. The notice shall include the date and location of the examination and notice that the parent/guardian attends.

SC 1402

The Superintendent shall instruct all staff members to continually observe students for conditions that indicate physical defect or disability and to report such conditions promptly to the school nurse.

SC 1406

The Superintendent or designee shall ensure that notice is provided to all parents/ guardians regarding the existence of and eligibility for the Children's Health Insurance Program (CHIP).

PARKLAND SCHOOL DISTRICT POLICIES

III. Administration Of Medications/ Treatment Guidelines (Adopted Sept. 24, 2002) (Revised February 26, 2008)

a. Purpose

The Board shall not be responsible for the diagnosis and treatment of student illness. The administration of prescribed medication in accordance with the direction of a parent/guardian or family physician to a student during school hours will be permitted only when failure to take such medicine would jeopardize the health of the student or the student would not be able to attend school if the medicine were not made available during school hours.

b. Definitions

For purposes of this policy, medication will refer to both prescription and non-prescription medication and be defined as:

1. **Prescription medication** – medication requiring a written order for dispensing, signed by a licensed prescriber.
2. **Non-prescription medication** – medications that may be obtained over the counter without a prescription from a licensed prescriber.

In addition, licensed prescriber may refer to the following:

1. **Physician** – a person licensed to practice medicine in all of its branches including medical doctors and doctors of osteopathy.
2. **Dentist** – a person licensed to practice dentistry in any of its branches.
3. **Podiatrist** – a person licensed to practice podiatry.
4. **Certified Registered Nurse Practitioner** – a person licensed to diagnose and treat medical conditions.

c. Authority SC 510 Title 22 Sec. 12.41

Before any prescribed medication may be administered to any student during school hours, the Board shall require the written permission of the licensed prescriber and the parent/guardian. Before any non-prescription medication may be administered to any student during school hours, the Board shall require the written permission of the parent/guardian. This shall give permission for administration and relieve the Board and its employees of liability for administration of medication.

d. Guidelines

When an illness is serious enough to warrant the administration of medication, the parent/guardian should attempt to administer the medication before or after school hours.

If it becomes necessary for a parent/guardian to send prescribed medication to school with a child, the medication shall be sent in the original container and labeled with:

1. Child's name
2. Name of medication.
3. Amount of medication to be administered.
4. Time medication is to be administered.

It is the parent's/guardian's responsibility to assure an adequate supply of medication is in the Health Room.

1. Any changes in the dosage or time of administration of prescription medication require new forms completed by the licensed prescriber and the parent/guardian.
2. Any changes in the dosage or time of administration of non-prescription medication require new forms to be completed by the parent/guardian and/or licensed prescriber.
3. Non-prescription medications may be given at the discretion of the school nurse.
4. If a child needs to have medication with him/her on any field trip, it is the parent's/guardian's responsibility to personally notify the school nurse so that arrangements can be made to comply with the parent's/guardian's request.

Student Self-Administration

There are circumstances when a student may self-administer a medication when a licensed prescriber recommends it.

To self-administer medication, the student must be able to:

1. Respond to and visually recognize his/her name.
2. Identify his/her medication.
3. Measure, pour and administer the prescribed amount.
4. Demonstrate a cooperative attitude in all aspects of self-administration.

e. Delegation of Responsibility

The Superintendent or designee shall develop procedures for the administration of medication.

Employees of the district, except for school nurses and/or licensed health room aides, are not trained to administer medication to students.

The district recognizes that there are extenuating circumstances which make it necessary for certain students to receive prescribed medication during the school day. Where these unusual circumstances exist, a certified school nurse, or a registered nurse or a licensed practical nurse that is employed as a health room aide will administer the medication, providing the parent/guardian has submitted the proper authorization form.

When the school nurse and/or licensed health room aide is unable to administer the prescribed medication, the principal or principal's designee will administer the medication as directed on the authorization form.

All district employees involved in administering medication shall receive appropriate training before performing this responsibility.

The district shall inform all parents/guardians, students and staff about the policy and procedures governing the administration of medications.

Treatment Guidelines

The purposes of the treatment guidelines are to:

1. Serve as a guide for all school personnel in aiding students with their health needs and health education.
2. Emphasize that the School Health Program is to detect and direct and not to treat disease.
3. Aid students in their medication and educate them to manage their environment.
4. Guide responsible persons in case of medical emergencies.
5. Orient personnel with health facilities when needed or requested.
6. Authorize the school nurse and/or licensed health room aide to administer medication as recommended by the medical director.

PARKLAND SCHOOL DISTRICT POLICIES

Possession/Use Of Asthma Inhalers (Adopted October 25, 2005, Revised May 2008)

a. Authority

The Board shall permit students to possess asthma inhalers and to self-administer the prescribed medication used to treat asthma when such is parent-authorized by a licensed prescriber and parent/guardian.

SC 1414.1

Possession and use of asthma inhalers by students shall be in accordance with state Law and Board Policy.

b. Definitions

Asthma inhaler shall mean a prescribed device used for self-administration of short-acting, metered doses of prescribed medication to treat an acute asthma attack.

Self-administration shall mean a student's use of medication in accordance with a prescription or written instructions from a physician, certified registered nurse practitioner or physician assistant.

4. Guidelines SC 1414.1 Title 22 Sec. 7.13

Before a student may possess or use an asthma inhaler during school hours, the Board shall require the following:

1. A written request from the parent/guardian that the school complies with the order of the physician certified registered nurse practitioner or physician assistant.
2. A statement from the parent/guardian acknowledging that the school is not responsible for ensuring the medication is taken and relieving the district and its employees of responsibility for the benefits or consequences of the prescribed medicine.
3. A written statement from the physician, certified registered nurse practitioner or physician assistant that states:
 - a. Name of student.
 - b. Name of the medication.
 - c. Prescribed dosage.
 - d. Times medication is to be taken.
 - e. Diagnosis or reason medication is needed, unless confidential.
 - f. Potential serious reaction or side effects of medication.
 - g. Emergency response.
 - h. If child is qualified and able to self-administer the medication.

The student shall be made aware that the asthma inhaler is intended for his/her use only and may not be shared with other students.

The student shall notify the school nurse immediately following each use of an asthma inhaler.

Violations of this policy by a student shall result in immediate confiscation of the asthma inhaler and medication and loss of privileges.

PARKLAND SCHOOL DISTRICT POLICIES

IV. Student Accident Insurance (Adopted Sept. 17, 2002, Revised March 2006)

a. Purpose

The Board recognizes the need for insurance coverage for unforeseen accidents that may occur to students in the course of attendance at school or participation in the athletic and extracurricular programs of the schools.

b. Authority - SC 511

The Board will maintain insurance coverage by a qualified insurer over and above the first responsibility of family coverage, at no cost to the student, for injury resulting from accidents sustained while participating in district athletic programs.

The Board will provide parents the opportunity to purchase insurance coverage, at no cost to the Board, for injury resulting from accidents sustained by students.

c. Delegation of Responsibility - School Code 511

The Superintendent or designee shall prepare specifications and secure suitable coverage from qualified insurance carriers for recommendation and Board consideration and approval.

**PARKLAND SCHOOL DISTRICT
POLICIES**

V. Student Discipline (Adopted Sept. 17, 2002, Revised June 24, 2008)

a. Purpose

The Board acknowledges that conduct is closely related to learning. An effective educational program requires a safe and orderly school environment; and the effectiveness of the educational program is, in part, reflected in the behavior of students and employees.

b. Definition- Title 22, Sec. 12.16

Corporal punishment - a form of physical discipline intended to cause pain and fear, in which a student is spanked, paddled or hit on any part of the body with a hand or instruments.

c. Authority- SC 510 Title 22, Sec. 12.3, 12.4 Pol. 103

The Board shall establish fair, reasonable and nondiscriminatory rules and regulations regarding the conduct of all students in the school district during the time they are under the supervision of the school or at any time while on school property, while present at school-sponsored activities, and while traveling to or from school and school-sponsored activities.

Title 22 Sec. 12.3, 12.4, Pol. 103

The Board shall adopt a Code of Student Conduct to govern student discipline, and students shall not be subject to disciplinary action because of race, gender, color, religion, sexual orientation, national origin or handicap/disability.

Title 22 Sec. 12.2 Pol. 235

Each student must adhere to Board policies and the Code of Student Conduct governing student discipline.

Pol. 122 123

Off-Campus Activities

This policy shall also apply to student conduct that occurs off school property and would violate the Code of Student Conduct if:

1. There is a nexus between the proximity or timing of the conduct in relation to the student's attendance at school or school-sponsored activities.
2. The student is a member of a cocurricular/noncurricular activity and has been notified that particular off-campus conduct could result in exclusion from such activities.
3. Student expression or conduct materially and substantially disrupts the operations of the school, or the administration reasonably anticipates that the expression or conduct is likely to materially and substantially disrupt the operations of the school.
4. The conduct has a direct nexus to attendance at school or a school-sponsored activity, such as an agreement made on school property to complete a transaction outside of school that would violate the Code of Student Conduct.
5. The conduct involves the theft or vandalism of school property.

d. Guidelines

Pol. 233

Any student disciplined by a district employee shall have the right to notice of the infraction. Suspensions and expulsions shall be carried out in accordance with Policy 233.

Corporal Punishment

Title 22, Sec. 12.5

The Board prohibits the use of corporal punishment to discipline students for violations of the district policies, rules or regulations.

The Board recognizes the importance of an orderly climate for learning. District staff and district programs are focused on assisting students in the development of self-discipline. In those circumstances where discipline measures must be imposed on students, the district will utilize the actions enumerated in the Code of Student Conduct, but in no instance will corporal punishment be permissible.

No one should interpret these policy statements to mean that staff members may not or should not touch students. The appropriate use of physical contact to convey positive reinforcement or to direct the efforts of students is and always will be an effective tool for good educators.

Reasonable force may be used by staff members and school authorities under any of the following circumstances:

1. To quell a disturbance.
2. To obtain possession of weapons or other dangerous objects.
3. For the purpose of self-defense.
4. For the protection of persons or property.

e. Delegation of Responsibility

The Superintendent or designee shall ensure that reasonable and necessary rules and regulations are developed to implement Board policy governing student conduct.

Title 22 Sec. 12.3 Pol. 235

The Superintendent or designee shall publish and distribute to all staff, students and parents/guardians the rules and regulations for student behavior contained in the Code of Student Conduct the sanctions that may be imposed for violations of those rules, and a listing of students' rights and responsibilities. A copy of the Code of Student Conduct shall be made available in each school library and school office and printed in student handbooks.

SC 1317, 1318

The building principal shall have the authority to assign discipline to students, subject to the policies, rules and regulations of the Board and to the student's due process right to notice, hearing, and appeal.

Teaching staff and other district employees responsible for students shall have the authority to take reasonable actions necessary to control the conduct of students in all situations and in all places where students are within the jurisdiction of this Board and when such conduct interferes with the educational program of the schools or threatens the health and safety of others

References:

**School Code - 24 P.S. Sec. 510, 1317, 1318 No Child Left Behind Act of 2001 - 20 U.S.C. Sec. 7114
State board of Education Regulations - 22 PA Code Sec. 12.1 et seq., 403.1 Board Policy - 103, 122, 123, 233, 235**

PARKLAND SCHOOL DISTRICT POLICIES

VI. Weapons (Adopted Sept. 17, 2002)

a. Purpose

The Board recognizes the importance of a safe school environment relative to the educational process. Possession of weapons in the school environment is a threat to the safety of students and staff and is prohibited by law.

b. Definitions

Weapon - the term shall include but not be limited to any knife, cutting instrument, cutting tool, nunchaku stick, brass or metal knuckles, firearm, shotgun, rifle, bb or pellet gun, look-alike gun, chemical agent, explosive device, and/or any other tool, instrument or implement capable of inflicting serious bodily injury.

Possession - a student is in possession of a weapon when the weapon is found on the person of the student; in the student's locker; under the student's control while on school property, on property being used by the school, at any school function or activity, at any school event held away from the school; or while the student is coming to or from school.

c. Authority-SC 1317.2

The Board prohibits students from possessing and bringing weapons and replicas of weapons at any time in any school district building, on school property, at any school-sponsored activity, and in any public conveyance providing transportation to school or a school-sponsored activity.

SC 1317.2, Pol. 233

The school district shall expel for a period of not less than one (1) year any student who violates this weapons policy. Such expulsion shall be given in conformance with formal due process proceedings required by law. The Superintendent may recommend discipline short of expulsion on a case-by-case basis.

The student may be legally prosecuted in addition to the district's disciplinary action.

P.L. 91-230, 20 U.S.C., Sec. 1400 et seq

In the case of an exceptional student, the Superintendent shall take all necessary steps to comply with the Individuals With Disabilities Act.

d. Delegation of Responsibility-SC 1317.2

The Superintendent or designee shall report the discovery of any weapon prohibited by this policy to the student's parents and to local law enforcement officials.

SC 1317.2

The Superintendent or designee shall report all incidents relating to expulsions for possession of a weapon on school grounds to the Department of Education.

SC 1303-A

The Superintendent or designee shall develop a memorandum of understanding with local law enforcement officials that sets forth procedures to be followed when an incident occurs involving an act of violence or possession of a weapon by any person on school property.

SC 1303-A

Acts of violence or possession of a weapon on school property in violation of this policy shall be reported to the Office for Safe Schools on the designated form once per year, as required.

e. Guidelines

Students, parents and staff shall be informed concerning this policy at least annually.

An exception to this policy may be made by the Superintendent, who shall prescribe special conditions or procedures to be followed.

Weapons under the control of law enforcement personnel are permitted.

Transfer Students**SC 1317.2**

When the school district receives a student who transfers from a public or private school during an expulsion period for an offense involving a weapon, the district may assign that student to an alternative assignment or may provide alternative education, provided the assignment does not exceed the expulsion period.

**PARKLAND SCHOOL DISTRICT
POLICIES**

VII. Terroristic Threats/Acts (Adopted Sept. 17, 2002)

a. Purpose

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

b. Definitions - 18 Pa. C.S.A., Sec.2706

Terroristic threat - shall mean a threat to commit violence communicated with the intent to terrorize an other; to cause evacuation of a building; or to cause serious public inconvenience, in reckless disregard of the risk of causing such terror or inconvenience.

18 Pa. C.S.A., Sec. 3301-4101, Sec.2301-3201

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

c. Authority

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

d. Delegation of Responsibility

The Board directs the Superintendent to react promptly and appropriately to information and knowledge concerning a possible or actual terroristic threat or act.

The Superintendent or designee shall be responsible for developing administrative procedures to implement this policy.

Title 22, Sec. 12.2

Staff members and students shall be responsible for informing the building principal regarding any information or knowledge relevant to a possible or actual terroristic threat or act.

The building principal shall immediately inform the Superintendent after receiving a report of such a threat or act.

e. Guidelines

When an administrator has evidence that a student has made a terroristic threat or committed a terroristic act, the following guidelines shall be applied:

Pol. 233

1. The building principal may immediately suspend the student.
2. The building principal shall promptly report the incident to the Superintendent.
3. Based on further investigation, the Superintendent may report the student to law enforcement officials.
4. The building principal may inform any person directly referenced or affected by a terroristic threat.
5. The Superintendent may recommend expulsion of the student to the Board.

If a student is expelled for making terroristic threats or committing terroristic acts, the Board may require,

prior to readmission, that the student provide competent and credible evidence that the student does not pose a risk of harm to others.

20 U.S.C., Sec. 1400 et seq

In the case of exceptional students, the district will take all steps necessary to comply with the Individuals with Disabilities Education Act and follow Board policy.

Threats

The Parkland School District recognizes the importance and responsibility of providing an environment safe from threatening and violent behavior. To this end, any student that makes threats orally, electronically, or in writing against any other member of the school community will be suspended from school for a minimum period often (10) days and may be required to have psychological or psychiatric clearance prior to return.

PARKLAND SCHOOL DISTRICT POLICIES

VIII. Dressing and Grooming (Adopted Sept. 17, 2002, Revised May 2008)

a. Authority-Title 22, Sec. 12.11

The Board recognizes that each student's mode of dress and grooming is a manifestation of personal style and individual preference. The Board will not interfere with the right of students and their parents to make decisions regarding their appearance, except when their choices disrupt the educational program of the schools or affect the health and safety of others.

SC 1317.3

The Board has the authority to impose limitations on students' dress in school.

b. Delegation of Responsibility

The Board authorizes the building principals to enforce school regulations governing student dress and grooming practices.

Title 22, Sec. 12.11

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

c. Guidelines

The district does expect students to maintain the type of appearance which is not distracting to staff members or other students to the detriment of the educational process of the school.

Title 22, Sec. 12.11

When a student's appearance is felt to be detrimental, a parent-administrator conference may be arranged. Students may be required to wear certain types of clothing while participating in physical education classes, shops, extra-curricular activities, or other situations where special attire may be required to ensure the health or safety of the student.

**PARKLAND SCHOOL DISTRICT
POLICIES**

IX. Tobacco Use (Adopted Sept. 17, 2002)

a. Purpose

Research from many sources has determined that tobacco use is hazardous to the health of the user and the non-user. The Surgeon General of the United States has issued warnings that smoking causes lung cancer, heart disease and emphysema.

b. Definition- Title 18, Sec.6303.1

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

c. Authority-SC 510, Title 22, Sec. 12.3, 35 P.S. 1223.5

In order to protect students and staff from an environment that may be harmful to them, the Board prohibits students from possessing and using tobacco at any time in school buildings, and on any property, buses, vans and vehicles that are owned, leased or controlled by the school district.

The Board prohibits tobacco use and possession by students at school sponsored activities that are held off school property. .

Title 18, Sec. 6306.1

The school district shall initiate with the district justice prosecution of a student who violates the tobacco use policy.

d. Guidelines-Pol. 218

Students violating this policy shall be subject to punishment in accordance with the Code for Student Conduct.

Penalties for smoking while under the jurisdiction of Parkland School District shall be:

First offense - will result in a one-day exclusion.

Second offense - will result in a three-day exclusion.

Subsequent offenses - will result in further exclusions; the duration will be based on administrative discretion.

Title 18, Sec. 6306.1

A student convicted of possessing or using tobacco in a school building, on a school bus or on school property shall be fined up to \$50 plus court costs or admitted to alternative adjudication.

e. Delegation of Responsibility

The Superintendent or designee shall annually notify staff, students and parents about the district's tobacco use policy by publishing such in the student handbook, newsletter, posted notices, and/or other efficient means.

The Superintendent or designee shall develop procedures to implement this policy.

SC 1303-A

Incidents of possession, use and sale of tobacco in violation of this policy by any person on school property shall be reported to the Office of Safe Schools on the required form at least once each year.

Pa Code, Title 22, Sec. 12.3, Title 18, Sec. 6306.1

School Code, 510, 1303-A

35 P.S. 1223.5

PARKLAND SCHOOL DISTRICT POLICIES

X. Care of School Property (Adopted Sept. 17, 2002)

a. Purpose

The Board believes that the schools should help students learn to respect property and develop feelings of pride in community institutions.

b. Authority

The Board charges each student in the district's schools with responsibility for the proper care of school property, school supplies and equipment entrusted to the student's use.

SC 777

It is the policy of the Board that students who willfully cause damage to school property shall be subject to disciplinary measures. Students and others who damage or deface school property may be prosecuted and punished under law. Parents and guardians of students shall be held accountable for student actions.

SC 1338

The Board may report to the appropriate juvenile authorities any student whose damage of school property has been serious or chronic in nature, after prior notification of parents.

c. Delegation of Responsibility-SC 109,801

The Superintendent or designee shall develop procedures to implement this policy which include rules for the safekeeping and accounting of textbooks, supplies and equipment and preparation of a schedule of fines for lost or damaged textbooks, supplies and equipment.

d. Guidelines

Any student owing unpaid financial obligations may have report cards and transcripts withheld until the unpaid obligations are met, as determined by the school principal.

Seniors owing unpaid financial obligations may have diplomas withheld until the unpaid obligations are met, as determined by the school principal.

Parkland School District shall not be responsible for any personal property brought to school by students.

PARKLAND SCHOOL DISTRICT POLICIES

XI. Searches (Adopted Sept. 17, 2002, Revised May 2008)

a. Purpose

The Board acknowledges the need for safe storage of books, clothing, school materials and other personal property and may provide lockers for storage purposes.

b. Authority-SC 510

It shall be the policy of the Board that all lockers are and shall remain the property of the school district. As such, students shall have no expectation of privacy in their lockers, and lockers are subject to random searches.

No student may use a locker as a depository for a substance or object that is prohibited by law, Board policy or district regulations, or which constitutes a threat to health, safety or welfare of the occupants of the school building or the building itself.

Title 22, Sec. 12.14

The Board reserves the right to authorize its employees to inspect a student's locker at any time, based on reasonable suspicion, for the purpose of determining whether the locker is being improperly used for the storage of contraband, a substance or object the possession of which is illegal, or any material that poses a hazard to the safety and order of the schools.

Students, parents and staff shall be notified at least annually, or more often if deemed appropriate by administration, concerning the contents of this policy.

c. Delegation of Responsibility

The Superintendent or designee shall develop procedures to implement this policy.

The principal or representative shall be present whenever a student locker is inspected, based on reasonable suspicion.

Pol. 225

The principal shall open a student's locker for inspection on the request of a law enforcement officer only on presentation of a duly authorized search warrant or on the intelligently and voluntarily given consent of the student.

The principal shall be responsible for the safekeeping and proper disposal of any substance, object or material found to be improperly stored in a student's locker in violation of law, Board policy or school rules. Such materials may be used as evidence against the student in disciplinary proceedings.

The principal shall be responsible for the prompt recording in writing of each locker inspection; such record shall include the reason(s) for the search, persons present, objects found and their disposition.

School officials are authorized to search a student's personal possessions or motor vehicle parked on school property when there is reasonable suspicion that the student is violating law, Board policy or school rules, or poses a threat to the student or the school population.

Searches conducted by the administration may include but not be limited to utilization of certified drug dogs, metal detection units, or any device used to protect the health, safety and welfare of the school population.

Pa. Code, Title 22, Sec. 12.14

PARKLAND SCHOOL DISTRICT POLICIES

XII. Drugs/Alcohol/ Mood-Altering Chemical Substances (Adopted Sept. 24, 2002, Revised Feb. 2008)

a. Authority

The Board of School Directors believes that a coordinated curriculum that provides a wealth of information at various grade levels is the most appropriate way to prevent student use of drugs, alcohol, or other mood-altering chemical substances, “look alike substances” and potentially health endangering substances. The Board also believes that there is a need for specific rules and regulations that provide a coordinated effort by district personnel to respond effectively to the current and potential use and abuse of drugs, alcohol or other mood-altering chemical substances, “look alike substances” and potentially health endangering substances.

The Board believes that the approved curriculum, classroom activities and resources, community support, consistent administrative and faculty effort, and appropriate disciplinary procedures are important considerations with high risk students who may be having school-related problems because of the use and abuse of any drugs, alcohol and mood-altering substances.

It is the intent of Parkland School District to initiate intervention procedures when behavioral indicators suggest a student’s learning and school success may be affected by drugs, alcohol, or other mood-altering substances, “look alike substances” and potentially health endangering substances.

b. Delegation of Responsibility

As an extension of this policy, the following guidelines and procedures shall be implemented by school district personnel when responding to student use of drugs, mood-altering or alcohol-related substances.

c. Definitions-42 P.S. 8337

Drug/Mood-Altering Substance/Alcohol- shall include any alcohol or malt beverage, any drug listed in Act 64 (1972) as a controlled substance, chemical, abused substance, anabolic steroids, potentially health endangering substance, or medication for which a prescription is required under the law and/or any substance which is intended to alter mood.

Pol. 210

Examples include, but are not limited to, herbal products and any products that contain any form of ephedrine, beer, wine, liquor, marijuana, hashish, chemical solvents, inhalants, hallucinogens, glue, counterfeit chemicals, “look alike substances,” potentially health endangering substances, and any medication not registered with the nurse, annotated within the student’s health record and/or taken in accordance with the school district policy for the administration of medication to students in school.

Counterfeit Chemical - means a controlled substance, other drug, device or cosmetic which, or the container or labeling of which, without authorization, bears the trademark, trade name, or other identifying mark, imprint, number, or any likeness thereof, or a manufacturer, distributor, or dispenser other than the person or persons who in fact manufactured, distributed, or dispensed such substance, or the substance is falsely represented to be the product of, or to have been distributed by, such other manufacturer, distributor, or dispenser. Counterfeit chemical shall also mean any substance which is termed a look alike substitution for any controlled substance.

Student Support Team (SST) - this team, comprised of Parkland staff, has been trained to understand and work on the issues of adolescent chemical use, abuse, and dependency and will play a primary role in the identification and referral process of students coming to their attention through the procedures outlined in this policy. In grades K-5 the building Instructional Support Teams (ISTs) shall respond to referrals.

Licensed Facility or Agency - any facility licensed by the Pennsylvania Department of Health, Office of Drug and Alcohol Program, to conduct assessments or an agency licensed to operate programs.

Distributing/Transferring - delivering, selling, passing, sharing, or giving any alcohol, drug, counterfeit chemical, anabolic steroid, or mood-altering substance, as defined by this policy, from one person to another.

Staff - includes all professional and non-professional employees.

Possession - to possess, keep, or hold, without any attempt to distribute, any alcohol, drug, counterfeit chemical or mood-altering substance determined to be illegal or as defined by this policy. A person who has consumed alcohol or drugs is presumed to be in possession.

Drug Paraphernalia - includes any items which can be associated with the use of drugs, alcohol or mood-altering substances. Examples include, but are not limited to bottles, flasks, roach clips, syringes, pipes, bongs, rolling papers, bowls.

Cooperative Behavior - shall be defined as the willingness of a student to work with staff and school personnel in a reasonable and helpful manner, complying with requests and recommendations of the members of the Student Support Team and administrators.

d. Guidelines

Intervention

Any member of the Parkland School District community may refer a student to high school or middle school Student Support Team or an elementary Instructional Support Team. A student may be referred due to observed behavior which leads one to suspect a substance use/abuse possibility. A referral is simply an expression of concern based on observable behavior. SSTs/ISTs will assemble school data, contact parent/guardian of student, advise parents of behaviors and obtain written permission for the student's involvement in SST within and/or outside of the school district. These options may include, but are not limited to, anyone or more of the following:

1. Informal Intervention - A meeting of the student and members of the building team to share collected data regarding student's behavior which may be related to drug/alcohol or mood-altering usage. At this meeting, the student is encouraged to seek assistance.
2. Formal Intervention - A scheduled meeting of school representatives, the student and parent(s)/guardian(s) at which time information previously gathered, including attempted interventions, is presented in a manner to strongly encourage the student and family to seek assistance.
3. Counselor Monitor - The counselor becomes the primary caretaker and has the primary responsibility to make the next recommendation.
4. Outside Referral - The student is referred to a licensed drug and alcohol facility or agency not operated by the school district where the student is evaluated to determine the extent of a drug/alcohol problem and from which a recommendation for treatment may follow.
5. School Based Insight Groups - In-school group which provides students with information and skills necessary for developing personally and socially constructive attitudes and behaviors regarding

drugs/alcohol and mental health issues.

6. Aftercare Group - A supportive group which helps students returning from treatment to follow their aftercare programs and deal with school-based issues and abstinence.
7. Psychological Evaluation - An evaluation by a school psychologist in order to gain insights into the dynamics of the student's relationship with drugs, alcohol or other mood-altering chemical substance.

Anabolic Steroids

35 P.S., Sec.807.1

The Board prohibits the use of anabolic steroids, except for a valid medical purpose, by any student involved in school-related athletics in Parkland School District.

Bodybuilding, muscle enhancement, increasing muscle bulk or strength, or enhancement of athletic ability is not a valid medical purpose. Human Growth Hormone (HGH) shall not be included as an anabolic steroid under the provisions of this policy.

35 P.S., Sec. 807.2, 42 P.S. 8337, Pol. 233

The district shall include instruction on the dangers of steroids in the drug and alcohol curriculum.

35 P.S., Sec. 807.3

Penalties for any student found in violation of the rules and regulations regarding anabolic steroids shall be:

1. For a first violation, suspension from school athletics for the remainder of the season. The student is also required to obtain an evaluation by a licensed Drug and Alcohol facility.
2. For a second violation, suspension from school athletics for the remainder of the season and for the following season. The student is also required to obtain an evaluation by a licensed Drug and Alcohol facility.
3. For a third violation, permanent suspension from school athletics. The student is also required to obtain an evaluation by a licensed Drug and Alcohol facility.

No student shall be eligible to resume participation in school athletics unless there has been a medical determination that no residual evidence of steroids exists. The Board may require participation in any drug counseling, rehabilitation, testing or other program as a condition of reinstatement into a school athletic program.

Violations

Students found to be or suspected of possessing, using, and/or distributing an illegal substance, including paraphernalia, on school property will be subject to the established Drug and Alcohol Administrative Guidelines.

**PARKLAND SCHOOL DISTRICT
DRUG AND ALCOHOL ADMINISTRATIVE GUIDELINES**

Updated 3/12/2003

<p>Situation/Category</p>	<p>Immediate Action</p>	<p>Investigation</p>	<p>Notification of Parents</p>	<p>Notification of Police</p>	<p>SST/IST Support Strategies</p>	<p>Intervention/Discipline</p>
<p>1. The possible use of drugs, alcohol or other mood-altering chemical substances, "look alike substances," or potentially health endangering substances by a student is indicated, but there is no evidence of violation of law or school regulation.</p>	<p>Referral to the SST/IST.</p>	<p>By the SST/IST.</p>	<p>Yes. Notification through administrator or SST member.</p>	<p>Not applicable.</p>	<p>Implement SST/IST support strategies with written parental permission.</p>	<p>A conference will be held if the SST/IST feels it is indicated.</p>
<p>2. The student has a medical emergency that may be related to the use of drug, alcohol, or other mood-altering chemical substance, "look alike substance," or potentially health endangering substance.</p>	<p>Standard health and first aid procedures will be followed. If required, the student will be transported to a medical emergency facility at parent expense.</p>	<p>An administrator or designee will investigate the incident. This may include a search of the student, his/her locker, car and other possessions. An anecdotal report of the incident will be written.</p>	<p>Yes. Notification through administrator</p>	<p>Required.</p>	<p>Implement SST/IST support strategies with written parental permission.</p>	<p>3-10 Day Suspension. Referral to the SST/IST. Referral for D/A evaluation at a licensed Drug and Alcohol facility.</p>

**PARKLAND SCHOOL DISTRICT
DRUG AND ALCOHOL ADMINISTRATIVE GUIDELINES (cont)**

Situation/Category	Immediate Action	Investigation	Notification of Parents	Notification of Police	SST/IST Support Strategies	Intervention/ Discipline
<p>3. A student is found to be in possession, use, or under the influence of drugs, mood-altering chemical substances, counterfeit chemicals or alcohol, "look alike substances," potentially health endangering substances or suspected drug paraphernalia during school session, at any school-sponsored activity; or on school provided transportation.</p>	<p>The administrator or designee is summoned. An anecdotal report of the incident will be written. The student will be removed from school functions. Standard health and first aid procedures will be followed. If required, the student will be transported to a medical emergency facility at parent expense.</p>	<p>The student, his/her locker, car and other possessions may be searched by an administrator or his/her designee.</p>	<p>Yes. Notification through administrator or SST member.</p>	<p>Required.</p>	<p>Implement SST/IST support strategies with written parental permission</p>	<p>3-10 Day Suspension. Referral to the SST/IST. Referral for D/A evaluation at a licensed Drug and Alcohol facility. Lack of compliance or further offenses may result in a referral to the School Board for possible expulsion which may be permanent. If expulsion is less than permanent, the student may be required to comply with certain readmission conditions.</p>

**PARKLAND SCHOOL DISTRICT
DRUG AND ALCOHOL ADMINISTRATIVE GUIDELINES (cont)**

Situation/Category	Immediate Action	Investigation	Notification of Parents	Notification of Police	SST/IST Support Strategies	Intervention/ Discipline
<p>4. A student possesses, uses or transfers/ distributes prescription, non-prescription or over-the-counter medication in violation of school district medication policy while on school grounds, during school session, at any school-sponsored activity or on school provided transportation.</p>	<p>The administrator or designee is summoned. An anecdotal report of the incident will be written. The student will be removed from school functions. Standard health and first aid procedures will be followed. If required, the student will be transported to a medical emergency facility at parent expense.</p>	<p>The student, his/her locker, car and other possessions may be searched by an administrator or his/her designee.</p>	<p>Yes. Notification through administrator or SST member.</p>	<p>Required.</p>	<p>Implement SST/IST support strategies with written parental permission.</p>	<p>3-10 Day Suspension. Administration may recommend for school expulsion. Referral to the SST/IST. Referral for D/A evaluation at a licensed Drug and Alcohol facility. Lack of compliance or further offenses may result in a referral to the School Board for possible expulsion which may be permanent. If expulsion is less than permanent, the student may be required to comply with certain readmission conditions.</p>

**PARKLAND SCHOOL DISTRICT
DRUG AND ALCOHOL ADMINISTRATIVE GUIDELINES (cont)**

Situation/Category	Immediate Action	Investigation	Notification of Parents	Notification of Police	SST/IST Support Strategies	Intervention/ Discipline
<p>5. A student transfers/ distributes a drug, alcohol or other mood-altering chemical substance, "look alike substance," or potentially health endangering substance or suspected drug paraphernalia.</p>	<p>Administrator or designee is summoned. The administrator staff member writes an anecdotal report of the incident. Police notified. The student will be removed from school functions. Standard health and first aid procedures will be followed. If required, the student will be transported to a medical emergency facility at parent expense.</p>	<p>The student, his/her locker, car, desk and other possessions may be searched by an administrator or his/her designee.</p>	<p>Yes.</p>	<p>Required.</p>	<p>Implement SST/IST support strategies with written parental permission.</p>	<p>3-10 Day Suspension. Administration may recommend for school expulsion. Referral to the SST/IST Referral for D/A evaluation at a Licensed Drug and Alcohol facility. Lack of compliance or further offenses may result in a referral to the School Board for possible expulsion which may be permanent. If expulsion is less than permanent, the student may be required to comply with certain readmission conditions.</p>

ALL STAFF MEMBERS, ADMINISTRATORS, AND MEMBERS OF THE BOARD OF EDUCATION INVOLVED IN SUCH CIRCUMSTANCES ARE OBLIGATED TO GUARD THE CONFIDENTIALITY OF THE STUDENT

**PARKLAND SCHOOL DISTRICT
POLICIES**

XIII. Suspension and Expulsion (Adopted Sept. 17, 2002 Revised June 24, 2008)

a. Purpose-Title 22, Sec. 12.6., 12.7, 14.143, 20 U.S.C. Sec. 1400 et seq 34 CFR Part 300

The Board recognizes that exclusion from the educational program of the schools, whether by suspension or expulsion, is the most severe sanction that can be imposed on a student and one that cannot be imposed without due process. The Board shall define and publish the types of offenses that would lead to exclusion from school. Exclusions affecting students with disabilities shall be governed by applicable state and federal law and regulations.

b. Authority

The Board may, after a proper hearing, suspend or expel a student for such time as it deems necessary; or the Board may permanently expel a student.

SC 1318 Title 22 Sec. 12.6, 12.8

Every principal or person in charge of a public school may temporarily suspend any student for disobedience or misconduct.

c. Guidelines

Exclusion From School - Suspension

SC 1318 Title 22 Sec. 12.6

The principal or teacher in charge of the school may suspend any student for disobedience or misconduct for a period of one (1) to ten (10) consecutive school days and shall report the suspension to the Superintendent as soon as possible.

Title 22, Sec. 12.6

The principal or person in charge of the school may suspend any student for disobedience or misconduct for a period of one (1) to ten (10) consecutive school days and shall immediately notify the parent/guardian in writing when the student is suspended and if necessary report the suspension to the Superintendent as soon as possible.

No student may be suspended without notice of the reasons for which s/he is suspended and an opportunity to be heard on his/her own behalf before the school official who holds the authority to reinstate him/her. Prior notice is not required when it is clear that the health, safety or welfare of the school population is threatened. Suspensions may not be made to run consecutively beyond the ten-day school day period.

Title 22, Sec. 12.6, 12.8

When the suspension exceeds three (3) school days, the student and parent/guardian will be given the opportunity for an informal hearing with the designated school official. Such hearing shall take place as soon as possible after the suspension, and the district shall offer to hold it within the first five (5) days of the suspension. When extraordinary circumstances involving the health and safety of the student or others in the school require immediate exclusion, the hearing may be delayed to such time as circumstances permit.

A student may be suspended up to ten (10) school days following a hearing by the building principal or designee

Purpose of Informal Hearing

Title 22, Sec. 12.8

The purpose of the informal hearing is to permit the student to explain the circumstances surrounding the event leading to the suspension, to show why the student should not be suspended, and to discuss ways to avoid future offenses.

Due Process Requirements for Informal Hearings

Title 22, Sec. 12.8

A student under seventeen (17) years of age who is expelled has forfeited his/her right to an education in the district schools, but s/he has not been excused from compliance with the compulsory attendance statute.

Title 22, Sec. 12.6

1. The student and parent/guardian shall be given written notice of the reasons for the suspension.
2. The student and parent/guardian shall receive sufficient notice of the time and place of the informal hearing.
3. The student may question any witnesses present at the informal hearing.
4. The student may speak and produce witnesses who may speak at the informal hearing.
5. The school district shall offer to hold the informal hearing within five (5) days of the suspension.

Exclusion From Class - In-School Suspension

Title 22, Sec. 12.7

No student may receive an in-school suspension without notice of the reasons for which s/he is suspended and an opportunity to be heard prior to the time the suspension becomes effective. The parent/guardian shall be informed of the suspension action taken by the school.

Title 22, Sec. 12.8

Should the in-school suspension exceed ten (10) consecutive school days, the student and his/her parent(s)/guardian(s) shall be offered an informal hearing with the building principal or designee. Such hearing shall take place prior to the eleventh day of the in-school suspension. The procedure shall be the same as the procedure for informal hearings held in connection with out-of-school suspensions.

Title 22, Sec. 12.7

The district shall provide for the student's education during the period of in-school suspension.

Expulsion Hearings

SC 1318 Title 22 Sec. 12.6, 12.8 2 Pa C.S.A. Sec. et seq

The formal hearing shall be required in all expulsion actions.

Title 22, Sec. 12.8

The formal hearing shall observe the due process requirements of:

1. Notification of the charges in writing by certified mail to the student or the student's parents/guardian.
2. At least three (3) days' notice of the time and place of the hearing, which shall include a copy of his policy, hearing procedues, and notice of the right to representation by legal counsel. A student may request the rescheduling of the hearing when s/he demonstrates good cause for an extension.
3. The hearing shall be private unless the student or parent/guardian requests a public hearing.
4. Representation by counsel at the parent's/guardian's expense and parent/gaurdian may attend the meeting.
5. Disclosure of the names of witnesses against the student and copies of their written statements or affidavits.
6. The right to request that witnesses against the student appear in person and answer questions or be cross-examined.
7. The right to testify and present witnesses on the student's behalf.
8. A written or audio record shall be kept of the hearing and a copy made available to the student at the student's expense, or at no charge if the student is indigent.
9. The hearing shall be held within fifteen (15) days of the notice of charges, unless a delay is mutually agreed to by both parties or is delayed by:
 - a. The need for laboratory reports from law enforcement agencies.
 - b. Evaluations or other court or administrative proceedings are pending due to a student's invoking his/her rights under the Individuals with Disabilities Education Act (IDEA).
 - c. Delay is necessary due to the condition or best interests of the victim in cases of juvenile or criminal court involving sexual assault or serious bodily injury.
10. Notice of right to appeal the results of the hearing shall be provided to the student with the expulsion decision.

Adjudication

2 Pa. C.S.A. Sec. 101

A written adjudication shall be issued after the Board has acted to expel a student. The adjudication may include additional conditions or sanctions.

Attendance/School Work During Suspension and Prior to Expulsion

Title 22, Sec. 12.6, Pol. 204

Students serving an out-of-school suspension must make up missed exams and work, and shall be permitted to complete assignments pursuant to established guidelines.

Students who are facing an expulsion hearing must be placed in their normal classes if the formal hearing is not held within the ten-school day suspension.

If it is not possible to hold the fonnal hearing within the first ten (10) school days, the school district may exclude such a student from class for up to five (5) additional - fifteen (15) total - school days if after an infonnal hearing, it is detennined that the student's presence in hislher nonnal class would constitute a threat to the health, safety or welfare of others.

Any further exclusion prior to a formal hearing may be only by mutual agreement. Such students shall be given alternative education, which may include home study.

Attendance/School Work After Expulsion

Title 22 Sec. 12.6

A student under seventeen (17) years of age who is expelled has forfeited his/her right to an education in the district schools, but she has not been excused from compliance with the compulsory attendance statute.

The parent/guardian has the initial responsibility of providing the required education and shall, within thirty (30) days, submit written evidence to the school that the required education is being provided or that they are unable to do so. If the parent/guardian is unable to provide for the required education, the school district shall, within ten (10) days of receipt of the parent's/guardian's notification, make provisions for the student's education.

The Board directs the Superintendent or designee to assist the parent/guardian in placing the student in an appropriate educational program other than in this district.

If the approved educational program is not complied with, the school district may take action to ensure that the student will receive a proper education.

Students With Disabilities

Pol. 113, 113.1

A student with a disability shall be provided educational services as required by state and federal laws and regulations and Board Policies.

20 U.S.C. Sec. 1400 et seq, 34 CFR, 300.519, 300.529, Title 22, Sec. 14.133, 14.143

In the case of a special education student, the administrator shall take all necessary steps to comply with the Individuals With Disabilities Education Act and relevant state regulations.

Exclusion Offenses

Title 22 Sec. 12.6

The following offenses are those which, when committed by a student of the Parkland School District, may lead to exclusion:

1. Repeated class cutting.
2. Vandalism of school or personal property.
3. Violation of any public law, e.g. theft, false fire alarms, etc.
4. Smoking on school district property.
5. Possession, use or distribution of alcohol, narcotics, marijuana, drugs, other dangerous or controlled substances, firearms, weapons, fireworks or other incendiary devices, or explosives.
6. Assault of a Parkland student or employee.
7. Disruption of the school program by fighting, insubordination, abusive language, etc.
8. Failure to attend assigned detention hall(s).
9. Commission of any act which would endanger the health, safety or welfare of students or other school personnel.
10. Deliberate and/or repeated disregard for and/or violation of the responsibilities of students as stated in the Code for Student Conduct Rights and Responsibilities.

A student who enters the DEAL program will receive their academic assignments, credit for attendance, and counseling. The goal is to prepare the student to return to the mainstream educational setting.

d. Delegation of Responsibility

The Superintendent or designee shall develop rules and regulations to implement this policy which include:

d. Delegation of Responsibility

The Superintendent or designee shall develop rules and regulations to implement this policy which include:

1. Publication of a Code of Student Conduct, in accordance with Board policy on student discipline.
2. Procedures that ensure due process when a student is deprived of the right to attend school.
3. Regulations regarding student records which require that records of disciplinary suspension be maintained in accordance with Board policy on student records.
4. The name of a student who has been disciplined shall not become part of the agenda or minutes of a public meeting, nor part of any public record of the Board. Such students may be designated by code.
5. Any student who has been expelled may apply for readmission to school upon such conditions as may be imposed by the Board.

References:

School Code - 24 P.S. Sec. 1318

State Board of Education Regulations - 22 PA Code Sec. 12.3, 12.6, 12.7, 12.8
14.143

Local Agency Law - 2 Pa. C.S.A. Sec 101 et seq.

Individuals With Disabilities Education -20 V.S.C. Sec. 1400 et seq.

Individuals With Disabilities Education, Title 34, Code of Federal
Regulations - 34 CFR Part 300

Board Policy - 000, 113, 113.1,204,216,218

PARKLAND SCHOOL DISTRICT POLICIES

XIV. Student Rights/Responsibilities (Adopted Sept. 17, 2002, Revised June 2008)

1. Purpose

This policy sets forth guidelines by which student rights are to be determined, consistent with law and regulations.

2. Definition

Personal information means individually identifiable information including a student's or parent's/guardian's name, address, telephone number, or social security number.

3. Authority SC 510, Title 22, Sec. 12.1, 12.3, 12.4, 12.9

The Board has the authority and responsibility to establish reasonable rules and regulations for the conduct and deportment of district students. At the same time, no student shall be deprived of equal treatment and equal access to the educational program, due process, a presumption of innocence, and free expression and association in accordance with Board policy and school rules.

Surveys conducted by outside agencies, organizations and individuals shall be approved by the Superintendent or designee, prior to administration to students.

4. Guidelines

Title 22, Sec. 12.2, 12.3,

Attendant upon the rights established for each student are certain responsibilities, which include regular attendance; conscientious effort in classroom work and homework; conformance to Board policies and school rules and regulations; and respect for the rights of students, administrators, and others; and expression of ideas and opinions in a respectful manner.

Title 22, Sec. 12.3, Pol. 218

A listing of students' rights and responsibilities shall be included in the Code of Student Conduct, which shall be distributed annually to students and parents/guardians.

A student who has reached the age of eighteen (18) years possesses the full rights of an adult and may authorize those school matters previously handled by his/her parent/guardian.

It shall be the responsibility of the student to conform with the following:

Pol. 218

1. Be aware of all policies, rules and regulations for student behavior and conduct themselves in accordance with them. Students should assume that until a rule is waived, altered or repealed in writing it is in effect.
2. Volunteer information in matters relating to the health, safety and welfare of the school community and the protection of school property.

Pol. 221

3. Dress and groom to meet fair standards of safety and health, and not to cause substantial disruption of the educational process.
4. Assist the school staff in operating a safe school for all students enrolled.
5. Comply with federal, state and local laws.
6. Exercise proper care when using district facilities and equipment.

Pol. 204

7. Attend school daily and be on time at all classes and other school functions.
8. Make up work when legally absent from school.
9. Pursue and attempt to complete satisfactorily the courses of study prescribed by Commonwealth and local school authorities.

Pol. 220

10. Report accurately and not use indecent or obscene language in student newspapers or publications.

Pol. 218, 233

Deliberate and/or repeated disregard for or violation of any of these student responsibilities may be cause for a student to be excluded from school in accordance with provisions of the Code for Student Conduct and Board policy.

Instructional Materials

Pol. 105.1

The parent/guardian shall be notified annually that all instructional materials, including teachers' manuals, audiovisuals, and other supplementary instructional material used in the instructional program shall be available for inspection by the parents/guardians of students, in accordance with Board policy. Instructional materials do not include tests or academic assessments.

Surveys/Evaluations

All surveys and instruments used to collect information from students shall relate to the district's educational objectives.

20 D.S.c., Sec. 1232h, Title 22, Sec. 12.41

The parent/guardian shall be informed of the nature and scope of individual surveys and their relationship to the educational program of their child and the parent's/guardian's right to inspect, upon request, a survey created by a third party prior to administration of distribution to a student.

Such requests shall be in writing and submitted to the building principal or designee.

20 V.S.C. , 1 232h, Title 22, Sec. 4.4

No student shall be required, without written parent/guardian consent for students under eighteen (18) years of age or written consent of emancipated students or those over eighteen (18) years, to submit to a survey, analysis, or evaluation that reveals information concerning:

1. Political affiliations or beliefs of student or parent/guardian.
2. Mental and psychological problems of the student or family.
3. Sexual behavior and attitudes.
4. Illegal, antisocial, self-incriminating or demeaning behavior.
5. Critical appraisals of other individuals with whom respondents have close family relationships.
6. Legally recognized privileged and comparable relationships, such as those of lawyers, physicians, and ministers.
7. Religious practices, affiliations, or beliefs of the student or parent/guardian.
8. Income, other than that required by law to determine eligibility for participation in a program or for receiving financial assistance under such program.

However, such survey, analysis or evaluation may be conducted on a wholly voluntary basis, provided that the student and parent/guardian have been notified of their rights and of their right to inspect all related materials and to opt the student out of participation.

The district shall implement procedures to protect student identity and privacy when a survey contains any of the restricted subject areas listed above.

Collection of Information for Marketing

20 U.S.C., Sec. 1232h

The parent/guardian has the right to inspect the material and opt out the student from participating in any activity that result in the collection, disclosure or use of personal information for purposes of marketing or selling that information. This does not apply to the collection, disclosure or use of personal information collected from students for the exclusive purpose of developing, evaluating, or providing educational products or services to students.

5. Delegation of Responsibility

The Superintendent or designee shall develop and promulgate administrative procedures consistent with law and Board policy to ensure that student rights under specific conditions are properly recognized and maintained.

20 U.S.C., Sec. 1232h

The Superintendent or designee shall annually notify parent/guardian concerning:

1. Contents of this policy and its availability.
2. Contents of the Code of Student Conduct.
3. Approximate dates that any surveys requesting personal information may be scheduled.
4. Procedures to request access to survey instruments prior to administration.
5. Procedures for opting students out of participation in surveys.

PARKLAND SCHOOL DISTRICT POLICIES

XV. Electronic Devices (Adopted September 17, 2002, Revised October 25, 2005)

a. Authority, SC1317.1

The Board prohibits possession of laser pointers and attachments, and telephone paging devices/beepers by students on school property, on buses and other vehicles provided by the district, and at school sponsored activities.

The Board prohibits use of personal communication devices by students during the school day in district buildings, on district property, and while students are attending school-sponsored activities.

The Board prohibits use of cellular telephones that have the capability to take photographs or record audio or video during the school day in district buildings, or on district property and while students are engaged in school-sponsored activities.

Cellular telephones shall be turned off during instructional and classtime, during passing times between classes, and at any other time where use of the device would cause a disruption of school activities.

In addition, the board prohibits possession and use by students of any device that provides for a wireless, unfiltered connection to the Internet.

The district shall not be liable for the loss, damage or misuse of any electronic device brought to school by a student.

b. Guidelines

Violations of this policy by a student shall result in disciplinary action and may result in confiscation of the electronic device.

Telephone Pagers/Beepers

With prior administrative approval, the telephone paging device/beeper prohibition shall not apply in the following cases:

1. A student who is a member of a volunteer fire company, ambulance or rescue squad.
2. A student who has a need for such a device due to the medical condition of an immediate family member.
3. Other reasons determined appropriate by the building principal.

Laptop Computers/Personal Digital Assistants

Laptop computers and personal digital assistants (PDAs) brought to school shall be restricted to classroom or instructional-related activities. Students shall comply with the guidelines set by the classroom teacher or school officials for the educational use of laptop computers and PDAs.

c. Delegation of Responsibility

The Superintendent or designee shall annually notify students, parents/ guardians and staff about the district's electronic device policy by publishing such policy in the student handbook, newsletters, posted notices, or other efficient methods.

Exceptions to the prohibitions set forth in this policy may be made for health, safety or emergency reasons with prior approval of the building principal or designee, or when use is provided for in a student's individualized education program (IEP).

PARKLAND SCHOOL DISTRICT POLICIES

XVI. Unlawful Harassment (Adopted Sept. 17, 2002)

a. Purpose

All Parkland School District students have a right to be educated in an environment free of discriminatory practices, including unlawful harassment. The district is committed to establishing and maintaining an educational environment free from unwelcomed sexual conduct, either verbal or physical, for all students. This policy applies to third parties.

b. Authority-Sec. 703 of Title VII of Civil Rights Act of 1964; Sec. 5(a) PHRC Act; Title IX of the 1972 Education Amendment

The Board prohibits all forms of unlawful harassment of students by all district students and staff members, contracted individuals and vendors, and volunteers in the schools.

The Board encourages students who have been harassed to promptly report such incidents to the designated employees.

The Board directs that complaints of harassment be investigated promptly, and corrective action be taken when allegations are verified. Confidentiality of all parties shall be maintained, consistent with the district's legal and investigative obligations. No reprisals or retaliation shall occur as a result of good faith charges of harassment. In addition, the district will take steps to prevent recurrence of any harassment and to correct its effects on the grievant and other, if appropriate.

c. Definitions-QCR Guidelines on Sexual Harassment, Fed. Reg. Vol. 62, #49; PHRC Guidelines; PA Bulletin Vol. II, #5 Policy Memo, OCR USDE March 1997

The term harassment includes but is not limited to repeated, unwelcome and offensive slurs, jokes, or other verbal, graphic or physical conduct relating to an individual's race, color, religion, ancestry, gender, sexual orientation, national origin, age or handicap/disability that create an intimidating, hostile or offensive educational environment.

Ethnic harassment includes the repeated, unwelcome and offensive use of any derogatory word, phrase or action characterizing a given racial or ethnic group that creates an intimidating, hostile, or offensive educational environment.

Sexual harassment shall consist of unwelcome sexual advances, requests for sexual favors, and other inappropriate verbal or physical conduct of a sexual nature when:

1. Submission to such conduct is made explicitly or implicitly a term or condition of a student's academic status.
2. Submission to or rejection of such conduct is used as the basis for academic or work decisions affecting the individual.
3. Such conduct deprives a student of educational aid, benefits, services or treatment.
4. Such conduct has the purpose or effect of substantially interfering with the student's school performance or creating an intimidating, hostile or offensive education environment.

Examples of sexual harassment include but are not limited to sexual flirtations, advances, touching or

propositions; verbal abuse of a sexual nature; graphic or suggestive comments about an individual's dress or body; sexually degrading words to describe an individual; jokes, pin-ups, calendars, objects, graffiti, vulgar statements, abusive language, innuendoes, references to sexual activities, overt sexual conduct; or any conduct that has the effect of unreasonably interfering with student's ability to work or learn or creates an intimidating, hostile or offensive learning or working environment.

d. Delegation of Responsibility

The district shall annually inform students, staff, parents, independent contractors and volunteers that unlawful harassment of students will not be tolerated, by means of distribution of written policy, publication in handbooks, presentation at an assembly, and/or posting of notice/signs.

The district shall provide training for students and staff concerning all aspects of unlawful harassment.

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

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

Students shall be informed that they may choose to report harassment complaints to building principals, teachers, counselors, nurses, and administrators.

All employees who receive harassment complaints from a student shall report such to the building principal.

e. Guidelines

An investigation of the complaint shall be conducted in accordance with procedures established by the Board.

When a student believes that s/he is being harassed, the student should immediately inform the harasser that the behavior is unwelcome, offensive or inappropriate. If the unwelcome, offensive or inappropriate behavior continues, the student shall follow the established complaint procedure.

Investigating Complaints

STEP 1

Any student who believes s/he has been subjected to harassment by another person in the employ or under the jurisdiction/supervision of the Parkland School District shall verbally report such incident(s) to a teacher, counselor, nurse, principal, administrator or Superintendent. The Superintendent shall be notified of the alleged harassing conduct. Upon receipt of such notification, the Superintendent shall assign an appropriate designee to investigate the incident(s). The investigation shall include an interview of the complainant and the accused.

If the matter can be resolved by agreement, the investigator shall set forth the agreement in writing. The agreement shall be signed by the complainant and the accused. If the matter cannot be resolved by agreement, the investigator shall make a written report setting forth the findings. The investigation and agreement or report shall be completed within thirty (30) days from the date of receipt of the initial complaint. The report shall be mailed or delivered personally to both the accused and the complainant. A copy of the report shall be maintained in the investigator's file.

STEP 2

If the procedure in Step I does not resolve the complaint and either or both of the parties are dissatisfied with the findings of the investigation, the party(s) shall have the complaint reviewed by the Superintendent at an administrative conference hearing.

The complainant shall be required to provide the Superintendent a written complaint regarding the incident(s), including the following:

1. Complainant's name and address and the name of the complainant's parents/ guardians and address, if applicable.
2. Date(s) of the incident(s).
3. Name(s) of the person(s) involved in the incident(s).
4. Description of the incident(s).
5. What the complainant did to discourage the incident(s).
6. Name of any witness(es) to the incident(s).
7. Suggested resolution to the complaint.
8. Other relevant facts and information.

The Superintendent shall provide the accused with a copy of the complaint within seven (7) days of receiving it. The accused shall submit to the Superintendent a written response to the complaint within fifteen (15) days after receipt.

After expiration of the time for receipt of the accused's response, the Superintendent shall, no sooner than ten (10) days and not later than fifteen (15) days from said date, hold an administrative hearing. Written notification of the date for the hearing shall be given personally or by certified mail to the complainant, the accused and all those required to attend as determined by the investigation. Such notice shall be given at least three (3) working days prior.

The complainant and the accused shall have a right to be represented by counsel of their choice, at their own expense, and to present witnesses on their own behalf.

The Superintendent shall consider the written complaint, the written response and all evidence presented at the hearing. The Superintendent shall prepare a written decision, which shall be delivered personally or mailed to all parties within thirty (30) days following the hearing.

If the accused is judged to be innocent, no further action may be necessary. However, the accused may request that the written decision be placed in the accused's personnel/cumulative file; otherwise, the written decision and file will be sealed and impounded. Release from impounding shall be made only upon formal action of the Board or by order of court.

Pol. 317, 417, 517

If the accused is judged to be guilty, appropriate disciplinary action shall be included in the decision. Disciplinary action against an employee may include, but not be limited to, reprimand; transfer; demotion; suspension or dismissal. Disciplinary action against a student may include, but not be limited to, suspension and/or expulsion. Depending upon the nature of the discipline, a hearing before the Board shall be provided when required by law.

STEP 3

If either or both of the parties are dissatisfied with the written decision of the Superintendent, there shall be a de novo hearing scheduled before the Board no sooner than ten (10) days and not later than fifteen (15) days after notice of the decision was given.

The Board hearing shall be public, unless accused and/or the complainant requests a private hearing. An accused and a complainant shall have the same rights as s/he had for the administrative hearing and all rights that are afforded by law.

The entire record created in Step 2, including but not limited to the decision of the Superintendent and the statement of written charges and reply, shall be made available to the Board prior to the hearing.

Following the hearing, the Board shall prepare a written decision which shall adjudicate the accused and, if found guilty, shall include appropriate disciplinary action. A written notice and copy of the decision shall be delivered personally or mailed to the accused and the complainant within thirty (30) days after such hearing is concluded.

Miscellaneous Provisions

If the Superintendent is the complainant, the accused or a witness to the incident, then the Board President or designee shall be substituted for that designated person under the above-described procedures.

In the event any party fails to exhaust the remedies under the complaint procedure provided above, the complaint will be presumed to be abandoned; and the matter will be settled in accordance with the decision made at the last completed step.

In the event the person performing the investigation does not render a decision at any step within the time limits prescribed, the complainant/accused will have the right to proceed immediately to the next step and must do so within the prescribed time limit.

Any time limit may be increased or reduced by written mutual agreement of the complainant, the accused and the person responsible for making a decision on the complaint.

Except as otherwise set forth, a copy of the last written decision and disciplinary action, if any, shall be placed in the accused's personnel or cumulative file, whichever is applicable.

If the accused or complainant is a student who is not emancipated, all rights and obligations set forth shall be applicable to the student's parent/guardian.

If the accused is an employee and chooses to resign at any step prior to Board action, all written documentation will be sealed and impounded. The person must state in writing that his/her resignation is voluntary, and that is waiving and releasing all claims against the Parkland School District. The release and waiver shall be submitted in a form acceptable to the school district. The Board shall order the unsealing and release of such documentation for the purpose of allowing Parkland School District to defend against any claim or action brought by the accused or others.

PARKLAND SCHOOL DISTRICT POLICIES

XVII. Bullying/cyberbullying

a. Purpose

The Board is committed to providing a safe, positive learning environment for district students. The Board recognizes that bullying creates an atmosphere of fear and intimidation, detracts from the safe environment necessary for student learning, and may lead to more serious violence. Therefore, the Board prohibits bullying by district students.

b. Definitions

SC 1303.1-A

Bullying means an intentional electronic, written, verbal or physical act or series of acts directed at another student or students that is severe, persistent or pervasive and has the effect of doing any of the following:

1. Substantial interference with a student's education.
2. Creation of a threatening environment.
3. Substantial disruption of the orderly operation of the school.

Bullying, as defined in this policy, includes cyberbullying.

School setting means in the school, on school grounds, in school vehicles, at a designated bus stop, with the use of school issued equipment, or at any activity sponsored, supervised or sanctioned by the school.

c. Authority

SC 1303.1-A

The Board directs that complaints of bullying shall be investigated promptly, and corrective action shall be taken when allegations are verified. Confidentiality of all parties shall be maintained, consistent with the district's legal and investigative obligations. No reprisals or retaliation shall occur as a result of good faith reports of bullying.

d. Delegation of Responsibility

SC 1303.11-A

Each student shall be responsible to respect the rights of others and to ensure an atmosphere free from bullying.

The Superintendent or designee shall develop administrative regulations to implement this policy.

The Superintendent or designee shall ensure that this policy and administrative regulations are reviewed annually with students.

The Superintendent or designee, in cooperation with other appropriate administrators, shall review this policy every three (3) years and recommend necessary revisions to the Board.

District administration shall annually provide the following information with the Safe School Report:

1. Board's Bullying Policy.
2. Report of bullying incidents.
3. Information on the development and implementation of any bullying prevention, intervention or education programs.

e. Guidelines

SC 1303.1-A, Title 22, SEc. 12.3, Pol. 218

The Code of Student Conduct, which shall contain this policy, shall be disseminated annually to students.

This policy shall be accessible in every classroom. The policy shall be posted in a prominent location within each school building and on the district web site, if available.

Education

SC 1302-A, 1303.1-A, Pol. 236

The district may develop and implement bullying prevention and intervention programs. Such programs shall provide district staff and students with appropriate training for effectively responding to, intervening in and reporting incidents of bullying.

Consequences for Violation

SC 1303.1-A, Pol. 218, 233

A student who violates this policy shall be subject to appropriate disciplinary action consistent with the Code of Student Conduct, which may include:

1. Counseling within the school.
2. Parental conference.
3. Loss of school privileges.
4. Transfer to another school building, classroom or school bus.
5. Exclusion from school-sponsored activities.
6. Detention.
7. Suspension.
8. Expulsion.
9. Referral for counseling/therapy outside of school.
10. Referral to law enforcement officials.

References:

School Code - 24 P.S. Sec. 1302-A, 1303.1-A

State Board of Education Regulations - 22 PA Code Sec. 12.3

Board Policy - 218, 233, 236, 248

PARKLAND SCHOOL DISTRICT POLICIES

XVIII. Acceptable Use of Computers, Network, Internet, Electronic Communications and Information Systems Policy

This policy applies to, but is not limited to, the following technologies: both District and personal computers, printers, faxes, PDAs, iPods, MP3 players, cell phones with or without Internet access, recording and/or camera/video equipment, beepers, paging devices, two-way radios/telephones, and laser pointers whether used on District premises, at District events, or connected to the District's network.

By logging onto computers, users agree to abide by the rules and regulations set forth in the Parkland School District Acceptable Use Policy, as well as other District policies.

Users uncertain about whether a particular use of the computer network or the Internet is appropriate should consult a staff member.

Purpose

- Accounts provided by the District should be used for educational purposes only.

Authority

- Use of Parkland's Information Systems is a privilege, not a right.
- All resources, user accounts, and information are the property of the District and may be monitored to insure responsible use.
- Users should expect that personal files are not private and network storage areas may be treated like school lockers.
- Unauthorized, inappropriate or illegal activity may result in privileges being revoked and/or disciplinary action.

Responsibility

- Parkland cannot completely block access to inappropriate materials.
- Users must practice proper etiquette, ethics and agree to the requirements of this policy.

Delegation of Responsibility

- Users must respect the rights of all other users and follow the rules established by the District, its ISP, and local, state, and federal laws.

Guidelines

- User accounts will be used only by the authorized owners of the accounts for authorized purposes.
- Under no conditions should users give their password to anyone.
- Users have no right to expect that District information placed on personal computers is beyond the access of the District.
- Users' personal technology devices brought onto District property, taken to District events, or connected to District networks can be accessed if it is believed a District policy has been violated or a criminal act has been committed.
- Access to all data on, taken from, or compiled using Parkland's Information Systems is subject to inspection and discipline.

School District Limitation Liability

- Users cannot hold the District responsible for any damages incurred from the use of Parkland's Information Systems.

Whenever users access Parkland's Information Systems, they leave "electronic footprints" that tell network administrators where users have been and what they have been doing. It is the users' personal responsibility to follow the PSD Acceptable Use Policy, CIS 815. The expectation is that all users have personal integrity and pride. Users are reminded that appropriate and ethical use of information systems will be necessary in your college career and future workplace.

Users are prohibited from accessing Parkland's Information Systems for illegal, inappropriate, unacceptable, or unethical purposes. THE UNABRIDGED POLICY IS AVAILABLE ON THE PSD WEBSITE; PAGE/SECTION #'S FROM THE UNABRIDGED POLICY ARE NOTED IN PARENTHESES.

Such activities include, but are not limited to, those listed below.

1. Personal Safety and Privacy

- a. You will not post personal contact information about yourself or other people. Personal contact information includes your address, telephone, school address, activities, etc. (Page 11, #16; Page 14, #5a, #5b; Page 16, #12b)
- b. You will not repost a message that was sent to you privately without permission of the person who sent you the message. (Page 12, #4)
- c. You will not use the District name or personal/private information, data, images and copyrighted material in a blog. (Page 11, #22; Page 16, #11a)
- d. You will not meet with someone you have met online without your parents' approval. Your parent should accompany you to this meeting. (Page 17, #12c)
- e. You will not ignore inappropriate or uncomfortable messages without promptly notifying your teacher or other school employee. (Page 2, Definitions; Page 16, #12a)

2. Illegal and Unauthorized Activities

- a. You will not attempt to gain unauthorized access to Parkland's Information System, go beyond your authorized access by entering another person's account number, access another person's files, or misrepresent another user. (Page 12, #1, #2, #3)
- b. You will not deliberately attempt to disrupt the computer system or destroy data by spreading computer viruses or by any other means. (Page 13, #1, #10)
- c. You will not use District/personal technological devices to engage in any other illegal act, such as:
 - Arranging for a drug sale
 - Purchasing of alcohol
 - Engaging in criminal gang activity
 - Threatening the safety of another person (cyberbullying)
 - Harassing others
 - Gambling, etc.

(Page 10, #4, #5, #7, #9; Page 11, #24; Page 12, #5)

- d. You will not use District/personal technological devices to engage in any other unauthorized activities such as:
- Engaging in commercial, for-profit or business purposes.
 - Conducting unauthorized fund raising or advertising on behalf of the District's name.
 - Reselling of District computer resources.
 - Using of the District's name in any unauthorized manner that reflects negatively on the District's employees or students. (Page 10, #11)
 - Engaging in political lobbying. (Page 10, #12)
 - Installing, distributing, reproducing, or using copyrighted software on District/personal computers. (Page 11, #13)
 - Installing computer hardware, peripheral devices, network hardware or system hardware. (Page 11, #14)
 - Posting personal web pages without approval. (Page 11, #20)
 - Bypassing or attempting to bypass Internet filtering software. (Page 11, #23)
 - Loading, downloading, or use of unauthorized games, programs, files, or other electronic media, including, but not limited to, downloading music files. (Page 13, #7)

3. System Security

- a. You will not provide your password to another person. You will take reasonable precautions to prevent others from accessing your account.
- b. You will notify a teacher or other district employee immediately if you have identified a possible security problem. (Page 12, Access and Security Prohibitions paragraph)
- c. You will not interfere or disrupt Parkland's Information Systems by spreading viruses, worms, Trojan horses, etc. or disabling any District security, program, or devices such as anti-spyware and virus protection software. (Page 12, #6; Page 13, #1)
- d. You will not intentionally destroy District computer hardware or software. (Page 13, #9, #11))

4. Inappropriate Language: You will not send, receive, view, download, access or transmit any inappropriate matter via Parkland's Information Systems. (Page 9, #2; Page 10, #3; Page 14, #5c, #5d)

- a. You will not use inappropriate language for public/private messages or material for Web pages. (Page 10, #3)
- b. You will not use obscene, profane, lewd, vulgar, rude, inflammatory, threatening, or disrespectful language when using Parkland's Information Systems. (Page 4, #8; Page 10, #3)
- c. You will not post information that could cause damage to or disruption of the Parkland's Information Systems. (Page 10, #3)
- d. You will not engage in personal attacks, including prejudicial or discriminatory attacks. (Page 10, #3)
- e. You will not harass another person. Harassment is persistently acting in a manner that distresses or

annoys another person. (Page 10, #3)

f. You will not knowingly or recklessly post false or defamatory information about a person or organization. (Page 10, #3)

5. Respecting Resource Limits

a. You will not use Parkland's Information Systems for non-educational purposes. (Page 3, #6; Page 9, #1; Page 10, #10)

b. You will not download large files unless absolutely necessary and with teacher approval. (Page 6, #6d)

c. You will not post chain letters or engage in "spamming". Spamming is sending an annoying or unnecessary message to a large number of people. (Page 11, #19)

d. You will not subscribe to discussion groups or mail lists that are irrelevant to your education. (Page 10, #6, #8)

6. Plagiarism and Copyright Infringement: Appropriate citation practices must be followed. (Page 15, #8d)

a. You will not plagiarize works that you find on the Internet. Plagiarism is taking the ideas or writings of others and presenting them as if they were yours. (Page 15, #8d)

b. You will not violate the rights of copyright owners.

- Copyright infringement occurs when you inappropriately reproduce a work that is protected by a copyright.
- If a work contains language that specifies appropriate use of that work, you should follow the expressed requirements.
- If you are unsure whether or not you can use a work, you should request permission from the copyright owner.
- If you have questions ask a teacher. (Page 15, #8a)

c. Copyright violations can be a felony. (Page 15, #8b)

7. Inappropriate Access to Material

a. You will not use Parkland's Information Systems to access material that is profane or obscene (pornography), or that advocates illegal acts, violence, or discrimination towards other people (hate literature). (Page 5, #3; Page 10, #3)

b. You will not access or receive inappropriate information; if you do, you will immediately tell your teacher or other school employee. (Page 2 Definitions)

Your Rights

1. Due Process

- a. Parkland will cooperate fully with local, state, or federal officials in any investigation related to any illegal activities conducted through its information systems. (Page 14, #6a)
- b. Due process rights will not be violated. (Page 14, #6b)
- c. Parkland may terminate users' account privileges by providing notice. (Page 14, #6c)

2. Search and Seizure

- a. You have no guaranteed privacy of the contents of personal files on Parkland's Information Systems. The situation is similar to the rights you have in the privacy of your locker. (Page 15, #7b, #7c)
- b. Routine maintenance and monitoring of Parkland's Information Systems may lead to discovery that you have violated this policy or the law. (Page 14, #7a)
- c. An individual search of your files will be conducted if there is reasonable suspicion that you have violated this Policy or the law. The investigation will be reasonable and related to the suspected violation. (Page 15, #7b)

Consequences for Inappropriate, Unauthorized and Illegal Use

1. Violations of this policy may result in disciplinary action:
 - Warnings
 - Usage restrictions
 - Loss of privileges
 - Oral or written reprimands
 - Suspensions
 - Expulsions
 - Legal proceedings
(Page 17, #13a)
2. Violators are responsible for damages to the network, equipment, electronic communication systems and software. (Page 17, #13b)
3. Violators will be referred to appropriate legal authorities, ISPs, local, state or federal law enforcement agencies when necessary. (Page 4, #1; Page 17, #13c)
4. Vandalism will result in cancellation of access to Parkland's Information Systems. (Page 17, #13d)

*** A copy of the complete Parkland School District Acceptable Use Policy may be obtained in the school's main office or on line at www.parklandsd.org/AUPsummary.htm**



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