

Student - Parent Handbook

2025-2026



Upper St. Clair High School

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August 2025



Dear Students and Parents:

Welcome to the 2025-2026 school year at Upper St. Clair High School! The purpose of this supplemental handbook is to provide valuable information about the school that will help to make this year successful for everyone. Please read the handbook thoroughly to become familiar with important school procedures, activities, rules, and policies. Please note that a District Handbook is also available and provides you with district-wide information, required policy notifications, and compliance notices. In the case of a conflict between this supplemental handbook and the District Handbook, the District Handbook will govern.

It is important to us that the high school experience is positive, motivating, and nurturing. The high school years are an important time to cultivate a mindset of aspiration, motivation, and perseverance in every student. Our goal is to help each student reach his or her full potential, and we are confident that together we can inspire all students to do so. The administrators, teachers, and staff are committed to cultivating school **unity**, supporting student **success**, and nurturing the development of strong **character**.

If you have any questions regarding information contained in the handbook, or about other school-related matters, please call us immediately for help. We are committed to serving our community well and look forward to working with you this year.

Sincerely,

Dr. Timothy M. Wagner, Supervisor of Secondary Education/Principal

Dr. Daniel Beck, Assistant Principal (A-Le)

Dr. Cara Senger, Assistant Principal (Li-Z [Grade 12])

TBD, Assistant Principal (Li-Z [Grades 9-10-11])

UPPER ST. CLAIR HIGH SCHOOL ETHICS STATEMENT

Equality

We will respect others regardless of race, sex, religion, national origin, economic status, sexual preferences, or other individual differences.

Teamwork

We will work together with parents, faculty, and students to make the school and community a better place.

Honesty

We will act responsibly and truthfully in making academic and social decisions.

Integrity

We will apply proper standards to academic behavior by refraining from cheating and by being sincere in our actions.

Character

We will support and honor all school rules with dignity while maintaining self-respect and respect for others.

Social Conduct

We will recognize our responsibility to respect our community, our families, and ourselves at social and school events with good sense and common courtesy.

--Developed by Student Ethics Committee 2002-03
--Board approved April 28, 2003

UPPER ST. CLAIR SCHOOL DISTRICT MISSION STATEMENT

Developing lifelong learners and responsible citizens for a global society is the mission of the Upper St. Clair School District, served by a responsive and innovative staff who in partnership with the community provides learning experiences that nurture the uniqueness of each child and promotes happiness and success.

UPPER ST. CLAIR HIGH SCHOOL ALMA MATER

*All Hail, Alma Mater
All Hail, The Black and White
All Hail, Alma Mater
Our sign of truth and right.*

*Her strength and honor shall last
While future triumphs are cast.*

*So hail to the Panther's reign,
And to dear old Upper St. Clair.*

Profile of Upper St. Clair High School Graduates

SELF-DIRECTED LEARNERS, who

- acquire a wide range of learned and experimental knowledge in various academic fields
- embrace learning as a lifelong pursuit
- adapt effectively to change by using the knowledge they have acquired
- pursue fulfilling career opportunities and avocational interests

CRITICAL THINKERS, who

- understand and employ higher level thinking skills of application, analysis, synthesis, and evaluation
- make informed decisions and choices
- set realistic goals and devise the plans to achieve them
- apply their acquired knowledge to real world situations that benefit themselves and others

EFFECTIVE COMMUNICATORS, who

- speak and write clearly and coherently
- listen to and read the communication of others, correctly inferring tone, purpose, and potential biases
- utilize effectively current and emerging technologies in giving and receiving information

RESPONSIBLE CITIZENS, who

- contribute productively to their community, nation, and world
- appreciate and respect other people, cultures, and societies
- balance effectively work, play, and volunteerism
- work well with others in a spirit of collaboration, both in holding positions of leadership and in respecting the leadership of others
- know and observe acceptable social conventions

PEOPLE OF CHARACTER, who

- act ethically, morally, and responsibly
- positively impact their own lives and the lives of others
- demonstrate a productive work ethic
- exhibit a sense of self-confidence and determination
- act with empathy and sympathy for others

AFG, June 2007

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ACADEMICS

ADVANCED PLACEMENT, HONORS, and COLLEGE IN HIGH SCHOOL PROGRAMS

Students are accepted for these programs on the basis of criteria developed by each department, which could include academic achievement, academic aptitude, test scores and teacher judgment. Parental consent is also necessary for a student to be enrolled in these programs.

ARTIFICIAL INTELLIGENCE

Upper St. Clair is committed to supporting teachers and students in integrating Artificial Intelligence into our classrooms. We have and will continue to involve stakeholders in the decision-making process to create a supportive and sustainable culture for AI integration in our schools. This will be achieved through four key strands: (1) Foundations of AI, (2) Reflection & Planning for Policy & Guidance Considerations, (3) Leveraging AI for Student Growth & Achievement, and (4) Identifying Tools & Resources for Leaders, Educators, and Learners.

Students are encouraged to use Artificial Intelligence (AI) tools and technologies when it will support their learning and enhance their educational experience. AI tools must be aligned with district goals, curriculum objectives, and academic standards. The purpose of providing review criteria is to provide students with guidance when selecting and using AI tools and technologies. **Due to the rapid evolution of AI technology, the guidelines and usage criteria for AI may change over time. Students are encouraged to stay informed of any updates or revisions to ensure compliance.** See appendix D for AI Academic Integrity Guidelines and AI Usage Criteria.

CANVAS AND FOCUS

A goal of Upper St. Clair High School is to allow parents to access progress and attendance information on a timely basis. We believe that by providing parents with up-to-date academic and attendance information, we will enhance the communication between the school and parents.

CHEATING/PLAGIARISM

- **Definitions** – Many people think of cheating/plagiarism as copying another's work, or borrowing someone else's original ideas. But terms like "copying" and "borrowing" can disguise the seriousness of the offense. According to the *Merriam-Webster OnLine* Dictionary, to "plagiarize" means
 - to steal and pass off (the ideas or words of another) as one's own
 - to use (another's production) without crediting the source
 - to commit literary theft
 - to present as new and original an idea or product derived from an existing sourceIn other words, cheating/plagiarism is an act of *fraud*. It involves both stealing someone else's work and lying about it afterward. Cheating/plagiarism is marked by dishonesty or deception in **stealing** someone else's work and **lying** about it afterward. Cheating/plagiarism is marked by dishonesty or deception in dealing with someone to obtain some advantage.
- **Areas of Cheating/Plagiarism** – Academic Assessments such as homework, projects, papers, and tests.
- **Types of Cheating/Plagiarism** – Include but are not limited to copying, providing or receiving questions and/or answers (*including any means of electronic dissemination*), and theft of papers/tests/answers.
All of the following are considered plagiarism:
 - Turning in someone else's work as your own
 - Copying words or ideas from someone else without giving credit
 - Failing to put a quotation in quotation marks
 - Giving incorrect information about the source of a quotation
 - Changing words but copying the sentence structure of a source without giving credit
 - Copying so many words or ideas from a source that it makes up the majority of your work, whether you give credit or not
 - Utilizing Artificial Intelligence (AI) to generate or modify original work without proper attribution, or presenting it as one's own work

Cheating/plagiarism is unacceptable and will not be tolerated. It is the responsibility of each student to submit work, assignments, and projects that represent one's own work.
Information provided by Turnitin.com and Research Resources. Turnitin allows free distribution and non-profit use of this document in educational settings.

GRADING SYSTEM

Upper St. Clair High School uses the following grading system.

A – Outstanding	100-90
B – Good	Below 90-80
C – Average	Below 80-70
D – Below Average	Below 70-60
F – Failing	Below 60
I – Incomplete	

P/F – Pass Fail (60% achievement warrants a passing grade)

An “I” is given when a student’s work is incomplete because the student was ill or for some other approved reason. Generally, this work should be completed within two weeks or the teacher may change the grade to a failing grade. (See Make-up Work).

HOMEWORK

Additional learning for the individual can take place during periods of self-study. For this reason, homework assignments constitute an important role in the high school experience. All teachers seek to make assignments meaningful and reasonable, and to reinforce concepts taught in class.

HONOR GRADUATE

For a student to be considered an honor student, and to wear an honors cord for graduation ceremony, the student must attain a cumulative unweighted grade point average of 3.5 or better. Grade point averages are not rounded to attain a 3.5 status.

HONOR ROLL

This includes all students who have all A’s and B’s for a nine-week report period.

MAKE-UP WORK

The responsibility for making up missed homework, assignments, tests, projects, etc. rests solely with the students. The following guidelines apply after a **legal** absence from class:

- Students must make arrangements with the teacher to complete the missed work.
- Students who know they will be missing class should see their teacher in advance to determine what work will be missed and when the work will be due.
- Students who are truant or cut class must make up work, but may receive a failing grade for missed work, tests, projects, etc.
- Students will be allotted one day for every day of absence to complete missed assignments up to a maximum of two weeks.
- Students who do not complete the assigned work within the allotted time period will receive a failing grade for work not completed.
- If students have extended or recurring absences, or there are extenuating circumstances, the situations will be treated individually. *These should be coordinated through the counseling office.*

REPORT CARDS

Report cards are posted online every semester. Accompanying the academic grades on the report card are teachers’ comments, suggestions, and opinions of the student’s work. The attendance record is also reported.

RESEARCH MANUSCRIPTS FORMAT

Upper St. Clair High School uses MLA or APA format for arranging written material. For more information, please see your English teacher or Librarian.

RESOURCE CENTER/STUDY AREAS

Areas such as the gym, STEAM labs, family and consumer science suite, music practice rooms, and counseling suite are open and available for students' use when a staff member is present. It should be remembered that unscheduled time is purposely included in the school day so that students may take advantage of school resources that are not available at home. In addition to these general areas, students may use the following locations for a variety of study techniques.

- Library – This is a quiet study area that allows students to work on assignments which require reference and other resource materials. The library section of this handbook provides a full explanation of the use of the library.
- Nutrition Center – At this location, students who are studying together have the freedom to communicate with one another in a reserved, appropriate manner. This area is structured for project and group work. The nutrition center is still a study area, however, and loud and boisterous behavior is unacceptable.
- Resource Center – All major subjects are represented in the Resource Center and the area is equipped with materials to aid students. The center has reference books, books, computers, and individualized learning units. Teachers are in the resource center to assist students. Resource Center support has been created to address the academic needs of any student through the coordination of resources throughout the school.

The goal of this program is to identify and assist students who may need appropriate/additional support through the facilitation of resources and the coordination of available services to develop a holistic approach to meeting the needs of students.

The Resource Center core team members, with input from Student Support Services (S³) and other relevant personnel, will problem solve/explore/coordinate appropriate resources and interventions for students.

- Testing Center – Allows students to take make-up tests or to study in a very quiet atmosphere. An instructional aide is assigned to this area to coordinate the test-taking arrangements.
- Silent Study Areas — Allows students to work silently in a designated study space. A classroom is designated for this purpose during each block of the school day.

Travel outside these areas will be limited to when the bell rings.

RESOURCE CENTERS

Counseling - Room 243
English - Room 104
World Language - Room 104
Math - Room 104
Science - Room 104
Social Studies - Room 104
Testing Center - Room 104E
Silent Study — See the posting in Room 104 for locations

Subject teachers will provide instruction on the appropriate use of these areas. Occasionally, students may be assigned a certain number of blocks per week to be spent in a Resource Center to work on various projects and materials.

TURNITIN

Upper St. Clair High School is committed to teaching the highest academic and ethical standards to prepare our students for expectations in higher education and the workplace. In order to ensure that students maintain those high standards in their writing, Upper St. Clair High School subscribes to the plagiarism software Turnitin.com; therefore, students may be required to submit course papers

electronically through Turnitin. Through the Turnitin implementation, teachers will use the online resource to instruct students on what constitutes plagiarism, how to prevent its causes, and how to revise papers to eliminate intentional or unintentional plagiarism. Teachers will use Turnitin to validate original student composition as well as to match and detect possible plagiarism in student writing.

- As with other forms of cheating, plagiarism will not be tolerated. If, after close consideration by the teacher, a student's paper is determined to contain plagiarized material, academic and behavioral consequences will be administered consistent with the severity of the violation. Penalties may include a formal discipline referral and a failing grade for the assignment, which may lead to course failure.

Teachers will provide students with further details of this program and its use in the classroom. More information is available at www.turnitin.com

TUTORS

- Students may receive assistance in the Resource Center. Students who need additional subject matter help may seek tutors. Teachers and counselors may be able to suggest the names of other students (i.e., Peer Tutors and National Honor Society members) who might be able to offer assistance.
- As a matter of policy, Upper St. Clair High School does not encourage the use of commercial tutors, except as a last resort. The school does not endorse any tutor, recommend fees, or guarantee that the use of tutors will produce the desired results.

UNSCHEDULED BLOCKS

Within each student's schedule, there *could* be unscheduled blocks that are not assigned to a specific class or activity. These are *Independent Study* blocks. They present an opportunity for students to take initiative and use the time to their personal advantage. To maximize their school day, students should develop a personalized study plan.

Students may be assigned to a *Guided* or *Structured Independent Study* in lieu of unscheduled blocks in a student's schedule. Arrangements should be made through a student's school counselor.

CLASS RANK

The High School does not calculate class rank.

WEIGHTED GRADE POINT AVERAGE (GPA)

Upper St. Clair High School calculates a weighted GPA. The objectives of the weighted GPA include:

- Compensate those students in advanced classes earning grades of A, B, and C in proportion to the difficulty of those courses.
- Make advanced track students more competitive in admission to highly selective colleges and universities and in selection for academic scholarships and honors programs.
- Encourage academically qualified students to take the most challenging courses available.
- Communicate to colleges and universities, which of our students are the most academically talented.
- Ensure that the elective program continues to be strong by not penalizing those students who take courses in the fine arts and other elective areas and who also pursue a difficult academic curriculum.

The Upper St. Clair weighted GPA has the following features:

- Grade point average (GPA) is computed on a traditional four-point scale; a value is added to the GPA for the purpose of determining the weighted GPA. An unweighted grade point average clearly shows the number of A's, B's, C's, etc. a student has earned during the high school career. A weighted GPA illustrates the difficulty of the curriculum a student has pursued, and how well the student has done in that curriculum in relation to his peers.

- Only grades earned in Honors, Advanced Placement, and International Baccalaureate courses are given an additional value when calculating a weighted GPA.
- Grades D and F in Honors, Advanced Placement, and International Baccalaureate courses will not be given an additional weighted value.
- For the determination of the weighted GPA at the end of each semester, additional value will be added to grades earned to that date according to the following formula:

$$\text{Weighted GPA} = \text{unweighted GPA} + [.25/4S \times (4A+3B+2C)]$$

4 = reflects the expectation that an average of four weighted classes be taken during each of the semesters that can be completed under the weighted system

S = represents the number of potential semesters that can be completed under the weighted system (8 semesters)

A = number of A's earned in Honors, Advanced Placement, International Baccalaureate courses

B = number of B's earned in Honors, Advanced Placement, International Baccalaureate courses

C = number of C's earned in Honors, Advanced Placement, International Baccalaureate courses

The numbers 4, 3, and 2 inside the parentheses are the (unweighted) quality points awarded for that particular letter grade. The additional value of .25 was chosen to give Honors and Advanced Placement courses an increased difficulty level of 25%. Students who wish to take more than an average of four Honors, Advanced Placement, and International Baccalaureate courses per semester may continue to take those courses and are encouraged to do so. However, additional Honors, Advanced Placement, and International Baccalaureate courses above an average of four per semester will not affect the weighted GPA since a maximum of only eight weighted courses at the end of the freshman year, sixteen weighted courses at the end of the sophomore year, twenty-four weighted courses at the end of the junior year and thirty-two weighted courses at the end of the senior year will be included in the calculation of weighted GPA. For those students who take more than thirty-two Honors, Advanced Placement, and International Baccalaureate courses, the thirty-two highest grades in those courses will be included in the calculation of the final weighted GPA. Grades earned in all courses will be included in the calculation of the unweighted GPA.

Since the additional value will be added to the unweighted GPA rather than being averaged into it, taking electives will NOT lower the weighted GPA. Because a maximum of thirty-two semester courses will be included in the calculation of the final weighted GPA, students will be able to take advantage of an average of two or three non-weighted classes each semester.

- The final weighted GPA of graduating seniors will be used to determine valedictorian(s) and will be based on eight semesters. The student(s) with the highest weighted GPA after eight semesters will be the valedictorian(s). The weighted GPA and unweighted GPA will appear on permanent records and will be reported to colleges.
- Students who have earned all A's during their high school career, at any level of curriculum difficulty, will receive appropriate recognition.
- Admission to Honors, Advanced Placement, and International Baccalaureate courses will be contingent upon students meeting the criteria for those courses. A review process is available for those students who do not meet the criteria for those courses but feel that they are able to compete. The individual student's counselor should be contacted to initiate such a review.
- Students should choose their courses carefully. After the usual two-week period during which course changes may be made, students enrolled in an Honors, Advanced Placement, or International Baccalaureate course will be expected to continue in that course until the end of the semester. The grades earned will go on the student's permanent records.

ATHLETICS

This section applies to all WPIAL sponsored athletic events as well as all club sponsored sports.

COACHING COMMUNICATIONS

Coaches are responsible for communicating information regarding the athletic program to parents.

Parents are responsible for understanding the athletic program's rules, regulations and requirements and the coach's expectations.

Communication/information coaches should provide to parents:

- eligibility and playing criteria including "cut" policy,
- coach's expectations of players,
- locations and times of all practices and contests,
- team requirements, i.e. fees, special equipment, off-season conditioning, etc.,
- procedures concerning player injuries,
- team rules and guidelines,
- lettering requirements,
- disciplinary procedures,
- information regarding procedures to contact coaches,

Communication/information parents should provide to coaches:

- notification of any schedule conflicts well in advance,
- specific concerns in regard to the coach's philosophy and/or expectations,
- Information regarding student injuries and medical conditions.

Appropriate concerns for parents to discuss with coaches:

- Treatment of their child.
- Ways to help their child improve.
- Concerns about their child's behavior.

Issues not appropriate to discuss with coaches:

- Playing time/positions/assignments.
- Team strategy.
- Play calling.
- Other student athletes.

Procedures for discussing parental concerns:

- Parents should not confront coaches or engage in discussions with coaches, either in person or via telephone/email, immediately before or after a practice, or on a game day. Discussions during times of high emotion do not promote resolution of issues.
- Parents may discuss concerns with coaches by requesting a meeting.
- If a parent meeting is desired, the parent should call the coach to schedule an appointment in advance.
- If the coach cannot be reached, the Athletic Director should be contacted to schedule the meeting.
- If the meeting with the coach does not provide a satisfactory resolution, the parent may schedule an appointment with the Athletic Director to discuss the situation.
- Coaches may also schedule a meeting with the Athletic Director to discuss issues with parents.
- If the situation is still unresolved, additional meetings with appropriate administrators may be scheduled.

COLLEGE RECRUITING/NAME, IMAGE, LIKENESS (NIL)

The process of recruiting a high school athlete for a collegiate sport can often be confusing and time consuming. Any questions or concerns regarding the recruitment process should be referred to the Athletic Director or the Counseling Department Curriculum Leader.

All student-athletes will adhere to USCSO Policy 123 - Interscholastic Athletics and the administrative regulation with respect to any NIL agreements that are made.

CANCELLATION OF PRACTICE AND GAMES DUE TO INCLEMENT WEATHER

- Normally, athletic activities will be canceled when school is closed or if there is an early dismissal due to inclement weather unless administrative approval is given.
- Students cannot be required to attend an approved activity/practice during a school closing. Participation is voluntary.

CORE ATHLETIC SELECTION AND PLAYING CRITERIA

The following represent core requirements. Coaches may, with the Athletic Director's approval, establish additional requirements related to their specific sport. In addition, game strategy and conditions may impact a player's participation.

- Students must meet PIAA eligibility requirements.
- Students must meet USCSO academic and attendance requirements.
- Students must comply with the USCSO Code of Student Conduct.
- Students must demonstrate good judgment, teamwork, enthusiasm, effort, reliability, responsibility and willingness to accept direction.

ELIGIBILITY OF HIGH SCHOOL ATHLETES

In secondary school sports, the Upper St. Clair School District subscribes to the eligibility regulations formulated by the Pennsylvania Interscholastic Athletic Association. It is the responsibility of each coach in each sport to familiarize himself/herself with the regulations and the codes that determine the eligibility of a high school athlete. PIAA eligibility information is available for distribution to each athlete prior to the athletic season.

At least two weeks before the first game, coaches must provide the Assistant Athletic Director with the names of all athletes retained on the squad so that eligibility rosters can be generated. A student whose name does not appear on the eligibility roster sent to an opposing school is not eligible to play in that particular contest.

In addition to meeting WPIAL and eligibility requirements of PIAA, participating students must also satisfy Upper St. Clair School District requirements.

Before a student may participate in athletics at the secondary level, the PIAA CIPPE Physical Form must be completed including the Upper St. Clair School District's Participation Fee. The following guidelines must be followed:

- Only full-time students, regardless of age, may participate in scholastic athletics.
- Period of Participation – A student shall not represent his school in interscholastic athletics if he has:
 - A. Reached the end of his fourth consecutive year (8th consecutive semester or the equivalent) beyond the 8th grade year, without regard to his period of attendance;
 - B. Participated in six seasons beyond the sixth grade or four seasons beyond the eighth grade in any sport; or
 - C. Completed the work of grades nine, ten, eleven, and twelve, inclusive.
- When a Student Participates In A Season – A student is considered as representing his school during a particular season in a sport only if he has participated in a regular season or post-regular season contest in that sport or any part of a regular season or post-regular season contest in that sport.
- Student Entering At Mid-Year – A student who enters school in the second semester and plays two part seasons in the same sport in separate school years, shall be considered as playing the equivalent of one season.
- What Constitutes A Semester – The first half of the total number of school days in a school term shall constitute the first semester; the second half shall constitute the second semester. Athletically, the first semester shall continue until such time as the second semester actually begins.
- Age Rule – A student shall be ineligible for interscholastic athletic competition upon attaining the age of nineteen years, with the following exception: If the age of 19 is attained on or after July 1,

the student shall be eligible, age-wise, to compete through that school year.

- Amateur Status and Awards – In order to be eligible to participate in an Inter-School Practice, Scrimmage, or Contest, a student must be an amateur in the sport involved. An amateur student is one who engages in athletic competition solely for the educational, physical, mental, social, and pleasure benefits derived there from.
- Physical Examination and Recertifications – To be eligible to participate as a student athlete in the Upper St. Clair School District, the student must be examined by a licensed physician of medicine or osteopathy, or certified registered nurse practitioner before each sports season. The parent is responsible for this examination and the student athlete must submit through Healthy Roster (refer below-Physical Examinations Requirements For Student Athletes) to the athletic office, by the required due date, the physical form provided by the PIAA. No substitute form will be accepted. The examination for all sports must be given after June 1. The examination or recertification for all other sports must not be given earlier than six weeks prior to the beginning of practice for each respective sport.
- A student athlete who has been absent from school during a semester for a total of twenty days shall not be eligible to participate in any school sponsored athletic contest until the student has been in attendance for a total of forty-five days following the twentieth day of absence.
- WPIAL and PIAA standards and guidelines regarding eligibility will be adhered to as well as any local rulings herein.
- To be eligible for interscholastic athletic competition, a student athlete must pursue a full-time curriculum that is defined and approved as such by the principal. In turn this curriculum must also conform to the regulations of the State Board of Education and the Pennsylvania School Code, and any local policies as established by the local school board. The student athlete must maintain acceptable grades in such approved curriculum, as certified by the principal.
- Any student athlete declared ineligible may practice during the period of ineligibility, but may not participate in scrimmages or sanctioned contests.

ACADEMIC ELIGIBILITY REQUIREMENTS FOR STUDENT ATHLETES AND CLUB SPORT PARTICIPANTS

The following guidelines have been developed by the Upper St. Clair School District to monitor the academic performance of students on athletic teams: At the beginning of the sports season, initial academic and attendance eligibility will be governed by PIAA and school district requirements.

In season, weekly monitoring of an athlete's eligibility will be as follows:

- The Athletic Director in conjunction with Counseling monitors student grades using Focus on a weekly basis.
- If the student does not meet the PIAA eligibility requirements, they, along with their coach, will be informed of their ineligibility status on Friday.
- Any penalties or sanctions imposed on students will begin on the following Sunday.
- Any student athlete who is not passing four full credit courses will be deemed ineligible to practice and play in games for one full week. This student will remain ineligible until a passing grade in four full credit courses is achieved.

PHYSICAL EXAMINATION REQUIREMENTS FOR STUDENT ATHLETES

In order to participate in school-sponsored athletic programs, the following documentation must be completed and submitted to the Athletics Office prior to participating in practices, scrimmages, and/or contests:

- **Sports Physical** (PIAA Comprehensive Initial Pre-Participation Physical Form): Sports physicals must be completed on or after June 1 of the upcoming school year and are valid for the entire school year. Sections 1-6 of the physical form should be completed by a parent/guardian and student. Section 7 must be completed by a physician. Multi-sport athletes will complete Section 8 prior to the start of each new sports season.

We are excited to announce that Upper St. Clair School District is now offering the convenience of online registration for our athletic programs through partner company [Healthy Roster](#).

Healthy Roster is a HIPAA compliant free mobile app/website program connecting athletes, parents and

coaches from Upper St. Clair High School with Licensed Athletic Trainers Allegheny Health Network Sports Medicine. When you register through Healthy Roster, you enter information once for multiple uses, multiple kids and multiple sports programs.

In order to participate in a sport at Upper St. Clair, families are required to do the following:

- Register through the Healthy Roster link below, and
- Upload the completed [Section 7 PIAA Physical Form](#) to the Healthy Roster platform (*must be completed by a physician*). Please note that the nurse's physical paperwork is NOT the same as PIAA CIPPE Section 6 and will not be accepted for interscholastic sports participation.
- Complete your athletic registration.
- Registration fee will be collected after the student-athlete makes the team.

Options for obtaining a physical are:

1. Private Physician
2. Med Express
3. Walgreens
4. Cool Springs Sports Complex
SportsPhysicals@ahn.org
*email to schedule an appointment
\$20.00 for USC students

TEAM SELECTION/CUTTING POLICY

Any revisions by coaches must be discussed with and approved by the Athletic Director.

Responsibility

- Choosing the members of athletic squads is the sole responsibility of the coaches of those squads under the guidance of the Athletic Director.
- Staff coaches shall take into consideration the policies as established by the head coach in that particular program when selecting final team rosters.
- Prior to tryouts, the coach shall provide the following information to all candidates for the team:
 - 1) Extent of tryout period
 - 2) Player selection criteria
 - 3) Practice commitment
 - 4) Game commitment
 - 5) Rules/regulations/costs
 - 6) Other expectations

Procedure

- When a squad cut is necessary, the process will include three important elements. Each candidate shall:
 - 1) Have competed in a minimum number of practice sessions.
 - 2) Have performed in at least one intra-squad game
 - 3) Be personally informed of the cut by the coach and reason for the action
- Cut lists are not to be posted.
- If a coach foresees the difficulties arising as a result of squad cuts, he or she should discuss the situation with the Athletic Director.

AWARDING ATHLETIC LETTERS

Generally, students who earn the athletic award, in addition to qualifying for the award through their participation, must exhibit evidence of sportsmanship and citizenship in the school and the community. At the beginning of the season, coaches must provide the Athletic Director and the student athletes a list of eligibility criteria. At the end of the season, the coach will then provide a list of letter winners to the Athletic Director and student athletes.

Core Criteria for Letters

The following represent the core criteria for awarding athletic letters. With the Athletic Director's approval, coaches may establish additional criteria specific to their sport.

- The athlete has complied with the USCSD rules and regulations.
- The athlete has displayed sportsmanship and conduct which exemplifies the school to opponents, teammates and officials.
- The athlete has adhered to the practice and game regulations.
- The athlete has returned all equipment.
- The athlete has appeared in at least one-half of the varsity games, meets or matches.
- If a senior, the athlete has remained on the team at least two complete seasons.
- The athlete is a senior manager who has assisted the team throughout the entire season.

In the event of injury or any other legitimate extenuating circumstances, letter awards will be made on the recommendation of the coach to the Athletic Director.

ACTIVITY ABSENCE

Rationale – Students' participation in an activity means accepting more responsibility including regular class attendance. The student is not providing a service to the school; the school is providing an opportunity for the student.

Policies – The rules are an attempt to stress to each member of the school community the importance of school and class attendance. The policies cover all co-curricular activities including musical-related programs.

- Participants should be in most classes before 11:00 a.m. on the day of a game, event, or practice, or they cannot practice or play in the game after school, or must have a valid reason (college visit, funeral, etc.)
- Participation on teams or events depends upon consistent class attendance.
- Class attendance will become a part of the weekly eligibility roster.
- Poor class attendance initially should result in a warning from the classroom teacher and sponsor of the activity.
- Continued poor classroom attendance could result in forfeiting the privilege of participating.
- The implementation of these policies is the joint responsibility of the students, the sponsors/coaches, the faculty and the administration.
- If any exception to any of the above is made, it is to be done so only with administrative approval.

ATHLETIC TEAMS

Baseball – This spring sport consists of Varsity, Junior Varsity and Freshman levels.

Basketball – In the winter, competition Varsity, Junior varsity and Freshman teams.

Cheerleading -- This sport officially starts in August and runs through March, tryouts are held the following May

Cross Country – This fall sport is offered at the Varsity level.

Field Hockey – This fall sport will field Varsity and Junior Varsity teams.

Football – This fall sport that actually begins in mid-August, is offered at the Varsity, Junior Varsity and Freshman level.

Golf – This fall season sport is offered at both a Varsity and Junior Varsity level.

Lacrosse – This spring sport includes both a Varsity and Junior Varsity team.

Rifle – In the winter, there is a Varsity and Junior Varsity team.

Soccer – This fall season sport is offered at both the Varsity and Junior Varsity level.

Softball – This spring sport is offered at the Varsity and Junior Varsity level.

Swimming – This winter sport is available at the Varsity level.

Tennis – The fall is the girls season, and the spring is the boys season. Both seasons offer a Varsity and Junior Varsity team.

Track and Field – In the spring, a Varsity team is available.

Volleyball – The fall is the girls' season, and the spring is the boys' season, for competition at the Varsity and Junior Varsity Levels.

Wrestling – This winter sport is offered at the Varsity and Junior Varsity levels.

ATHLETIC REGISTRATION FEE

A \$75.00, per sport, athletic fee is to be paid in full before the first contest. The athletic fee can be paid online using the athletic website www.uscsdathletics.com at the start of each sports season - fall, winter and spring. If you are unable to pay the \$75 athletic fee due to a hardship, please contact the athletic office.

CLUB SPORTS

Club sports operate under the guidelines set for interscholastic athletics. Students are required to meet the same standards for behavior, attendance, and academic eligibility. Club sports coaches and sponsors will be notified by the administration concerning student behavior and performance.

- Flag Football
- Unified Bocce
- Rowing
- Fencing
- Ice Hockey
- Dance
- Hip Hop
- Ultimate Frisbee
- Inline Hockey

RULES CONCERNING SUBSTANCE USE AMONG ACTIVITY/ATHLETICS/CLUB SPORT PARTICIPANTS

The following rules will apply to students who use alcohol, tobacco or other controlled substances. Any student who violates these rules will be subject to the appropriate school consequences in addition to the following:

- **For the first offense** – Any student using alcohol, tobacco, or other controlled substances on school property will receive a suspension from school sponsored activities in alignment with discipline included in the Student Code of Conduct.
- **For a second offense** – The participant will receive a two-week suspension from activity participation in alignment with discipline included in the Student Code of Conduct.
- **For a third offense** – The participant will be suspended from the activity for the remainder of the current year in alignment with discipline included in the Student Code of Conduct.
- A student who violates these rules off school grounds will receive a three-day suspension from activity participation or will be subject to the coach/sponsor's rules if they are approved by and on file with the Athletic Director and/or Principal.
- After each offense, the student will be counseled by his coach/sponsor.
- The school district Drug and Alcohol Policy will be enforced where applicable.

OUT-OF-SEASON ACTIVITIES

Any sports activity that occurs outside of the defined-season for a sport is outside the jurisdiction of PIAA, except as set forth in this Section; in ARTICLE II, Amateur Status and Awards; in ARTICLE IX, Representation, Section 3, All-Star Contests and Contests to Qualify for and/or Determine a Single National High School/Interscholastic Individual Champion or Championship Team (National High School/Interscholastic Championships).

Outside of the defined-season for sports:

- (a) Member schools may not sponsor teams.
- (b) Member schools and coaches and/or students of member schools may be involved with sports activities such as training programs, recreational activities, Open Gyms, clinics, and camps provided that any participation by coaches and/or students is as private citizens and is voluntary.
- (c) Coaches and/or students acting as private citizens, and on a voluntary basis, may participate on teams that are not affiliated with their school or other member schools during the out-of- season period. The coach or other personnel representing the school shall not require a student to participate in a sport or a training program for a sport outside of the PIAA-defined sport's season. The participation of students in any sports activity that occurs outside of its defined season must be voluntary.
- (d) The school's name, nickname, interscholastic athletic uniform, interscholastic athletic equipment, and interscholastic athletic health/first-aid supplies may not be used by community organizations and groups. The school's name, nickname and interscholastic athletic uniforms may not be used by students; however, the Principal, with the exception of football equipment, may permit students to use the school's interscholastic athletic equipment and the school's interscholastic athletic health/first-aid supplies.

CO-CURRICULAR ACTIVITIES

Activities are numerous and take in a wide scope of interest at Upper St. Clair. All students are encouraged to participate in co-curricular activities. Activities are of two main types – each as important as the other. There are service organizations and special interest clubs. All school rules are in effect and will be enforced during all co-curricular activities.

The values of joining a club or activity are many:

- service to the community and school satisfies the desire to help others as well as one's self,
- talent and abilities are developed,
- cooperation with others is encouraged,
- new interests, friends and knowledge are gained,
- activities are marked on each student's permanent record and colleges/universities give greater consideration to students who have actively participated in school activities.

Directions for joining some of the activities are provided in the section entitled Organizations. A fall activity rush is held at the beginning of each school year. Additional questions should be directed to the activity sponsor or student activity director. Almost all activities meet after school. Few have programs that include Saturdays.

If there is a group of students who would like to form a special interest organization, they may do so by presenting a constitution which includes their purpose and rules by which they will govern themselves to the Student Council for approval.

ACTIVITY ABSENCE

Refer to Athletics.

NATIONAL HONOR SOCIETY

These guidelines apply to school conduct and activities for the entire period of time the student is a high school student.

Scholarship

- GPA of unweighted 3.5 or above (no rounding).

Character

- takes criticism willingly and accepts recommendations graciously,
- constantly exemplifies desirable qualities of personality (cheerfulness, friendliness, poise, and stability),
- upholds principles of morality and ethics,
- cooperates by complying with school regulations concerning property, programs, offices, halls, etc.,
- demonstrates highest standards of honesty and reliability,
- shows courtesy, concern, and respect for others, observes instructions and rules, punctuality, and faithfulness in obligations both inside and outside of the classroom,
- has a power of concentration and sustained attention as shown by perseverance and application to studies,
- manifests truthfulness in acknowledging obedience of rules, avoiding cheating in written work, and showing unwillingness to profit by the mistakes of others,
- actively helps to rid the school of bad influences or environment,
- all financial obligations must be paid to become a National Honor Society member or remain a member of National Honor Society,
- **NOTE: Discipline Code violations are taken into consideration under this section.**

Service – Student must participate in two school related activities.

- willingness to uphold scholarship and maintain a loyal school attitude,
- volunteers, dependable and well-organized, assistance is available on one's own time and is sacrificing,
- works well with others and is willing to take on difficult or inconspicuous responsibilities,
- willingness to render cheerfully and enthusiastically any requested service to the school,
- willingness to represent the class or school in interclass and interscholastic competition,
- willingness to do committee and staff work,
- readiness to show courtesy by assisting visitors, teachers, and students,
- service includes school activities.

Leadership

- is resourceful in proposing new problems, applying principles, and making suggestions,
- demonstrates leadership in promoting school activities. Exercised influence on peers in upholding school ideals,
- contributes ideas that improve the civic life of the school,
- is able to delegate responsibilities,
- exemplifies positive qualities,
- inspires positive behavior in others,
- demonstrates academic initiative,
- successfully holds school offices or positions of responsibility, conducts business efficiently and effectively, and is reliable and dependable without prodding,
- demonstrates leadership in the classroom and in school activities,
- is thoroughly dependable in any responsibility that is accepted,
- student must be nominated by at least one faculty member for leadership.

ORGANIZATIONS/ACTIVITIES

A list of clubs and activities is available on the [Activities Office webpage](#). (For specific information on these organizations and/or activities, please contact the Activities Office at extension 2264.)

RULES CONCERNING SUBSTANCE USE AMONG ACTIVITY PARTICIPANTS

Refer to Athletics.

EDUCATIONAL TRIPS

Absences for a pre-planned educational trip should be approved prior to departure. Completed forms should be submitted to the school's main office or via email. An educational trip request form can be found [here](#).

CONDUCT INFORMATION

RESPONSIBILITIES OF STUDENTS

It is the responsibility of each student to:

- Be honest and ethical: Respect, Responsibility, Honesty.
- Put forth one's best efforts in the classroom to develop and improve learning.
- Contribute to making the school a better place in which to learn.
- Exercise proper care when using school equipment.
- Assist in protecting the health, safety, and welfare of the school community.
- Be aware of the rules and policies of the school and follow them.
- Attend school daily and report to all classes on time.
- Make-up work when absent from school.
- Respect school property.
- Follow the dress code.

NO HARASSMENT OF STUDENTS POLICY

The Upper St. Clair School Board ("Board") strives to provide a safe, positive learning climate for students in our schools. Therefore, it shall be the policy of the Upper St. Clair School District ("School District") to maintain an educational environment in which harassment in any form is not tolerated. This "zero tolerance" policy is applied without regard to whether the harassment is serious enough to be illegal under applicable law.

The Board prohibits all incidents of harassment of students by all School District students and staff members, contracted individuals, vendors, volunteers, and third parties in our schools.

The Board directs that complaints of harassment shall be investigated promptly, and corrective action be taken when allegations are substantiated. Confidentiality of all parties shall be maintained, consistent with the School District's legal and investigative obligations.

No reprisals or retaliation shall occur as a result of good faith charges of harassment. The "[Bullying/Harassment Complaint Form for Students](#)" is available for students to complete in the event of an allegation of bullying or harassment. Appendix A includes a student friendly explanation of harassment.

BUS CONDUCT

School buses are school property and students should realize all school rules are in effect while on the bus and at bus stops. In addition, students are permitted to ride only the bus to which they are assigned. The assistant principal must grant special permission to any student requesting to ride a

different bus for a very limited period of time. Students may be removed from the bus for misconduct violations. While students are on the bus, the driver is in charge. Bus drivers are to be treated with respect. If a student's behavior is not satisfactory, the driver is required to report the incident to the assistant principal.

CODE OF STUDENT CONDUCT, STUDENT RESPONSIBILITIES, RIGHTS AND DISCIPLINARY PROCEDURES

Code of Student Conduct Policy

In accordance with the State Board of Education Regulations, Chapter 12, the following Code of Student Conduct is adopted.

The Board of School Directors had the authority to make reasonable and necessary rules governing the conduct of students in school. The rule making power, however, is not unlimited; it must operate within statutory and constitutional restraints. A school board has only those powers which are enumerated in the statutes of this Commonwealth, or which may reasonably be implied or necessary for the orderly operation of the school. School boards may not make rules which are arbitrary, capricious or outside their grant of authority from the General Assembly. Their rules must stand the test of fairness and reasonableness. A rule is generally considered reasonable if it uses a rational means of accomplishing some legitimate school purpose.

To offer the maximum educational experience to each student, the Board believes that the school environment must be characterized by discipline. Hopefully, this discipline will be self-imposed on the part of the student. Until the student develops self-discipline, external controls are necessary and should contribute to and stimulate the development of self-discipline.

There are also students in school who for a myriad of reasons are unable to develop self-discipline. For these students, a set of external controls are absolutely necessary.

It is for this reason that the Board directs the school administrative staff to develop reasonable rules and regulations dealing with student discipline in the school and to define and publish the types of offenses that would lead to exclusion from school. Exclusions affecting certain students with disabilities shall be governed by §14.143 (relating to disciplinary placements) and 34 CFR 300.519-300.529 (relating to disciplinary procedures). The Board will support the administration and faculty in their efforts to develop a school environment conducive to providing the optimum educational experiences for each student. This conduct code shall be published and distributed to students and parents or guardians. Copies of the code shall also be available in each school library.

The Board also believes the preservation of individual rights is absolutely necessary. Therefore, due process must be accorded to every individual.

ANIMALS

Students are prohibited from bringing in animals to school for any reason without prior approval.

CAFÉ 321

Café 321 was created to provide a specific area where students can interact positively with other students and staff in an informal setting. Café 321 is located in the front area of the nutrition center. It includes the student activities office as well as a recreational games area and a seating area. Café 321 will generally be open from 8:10 a.m. to 2:45 p.m. It is designed to give students a place for socialization and relaxation during free blocks and lunch periods. In Café 321 students are expected to be respectful of all school rules and behavioral expectations during and after school hours. School personnel are assigned to supervise the Café 321 area. Students may be asked to leave Café 321 if the student's behavior creates unsafe or undesirable conditions.

ELECTRONIC DEVICES

The Upper St. Clair High School Staff and Administration realize that the increase in student use of personal electronic communication devices has positive and negative consequences concerning the educational environment. Many schools have incorporated the use of these devices into teaching and learning with great success and the purposes of the following guidelines are intended to support the benefits of electronic devices while restricting possible abuses of such devices. Bullying, cyberbullying, sexting, harassment, sharing internet connections with other students (by connecting to a wireless hub),

cheating, and plagiarism are examples of what would be considered unauthorized use of personal electronic devices and policies exist both at the district and building level to address these concerns. One of the basic tenets of the Upper St. Clair High School is to provide opportunities for our students to experience responsibility, freedom, and choices in their decision-making, and a policy addressing the use of personal technology devices within the building helps to address these issues.

The high school aligns with Policy 237 and its Administrative Regulation, which recognizes that students' needs and responsibilities evolve with age. Our practices are designed to support high school students' developmental stage and promote success by reducing classroom distractions.

STAKEHOLDER RESPONSIBILITY

- **Parents** are responsible for communicating if/when a different expectation or support might be deemed necessary for a student's use of a PED.
- **Teachers** are responsible for communicating and enforcing PED rules within classrooms.
- **Building Principals** shall oversee implementation, including signage and parent communication.
- **District Administration** shall support consistency across schools and address appeals or significant incidents.
- **School Police Officers (SPOs)** may be involved in cases of safety threats, harassment, or illegal content.

Definition of Personal Electronic Devices (PEDs)

For the purposes of clarity, Personal Electronic Devices will be known as PEDs for the remainder of this Administrative Regulation. PEDs include, but are not necessarily limited to the following: cell phones, iPhones, personal laptops, Kindles, gaming devices, Airpods, Smart Watches, and iPods, among others.

- Students who possess a PED shall be solely responsible for its care and the school district cannot be held liable for any theft, loss, or damage of such devices.
- Students who violate these procedures will forfeit their privilege of using their PEDs based on administrative decisions.

School-Owned Devices

Any use of school-owned devices by students shall be held to the same standard as any other property that is owned by the school district. Students must treat such items with proper care and respect and are subject to Policy 815 Acceptable Use of Internet, Computers and Network Resources.

AUTHORIZED USE (WHEN STUDENTS CAN USE PEDS)

- On school buses, when authorized by the individual driver, unless the use of the PED causes a substantial disruption on the bus and could potentially compromise safety
- Anywhere in the high school either before 8:00 am or after 2:45 pm. **PED usage is NOT PERMITTED IN bathrooms, locker rooms, and swimming pool areas**, regardless of the time of day (this pertains to any device that has a camera or has the capability of taking photographs)
- Any school-sponsored event or activity where the student is under the control and supervision of a school-district employee, such as an administrator, teacher, teacher aide, coach, activity-sponsor, or bus driver
- During the traditional school day of 8:00 am till 2:45 pm in the following areas: **Nutrition Center, Café 321, OR in traditional classrooms (this includes the Library and Resource Center) where the use of the PED is for instructional or educational purposes and is under the supervision AND approval of the classroom teacher (Headphones should always be used with these devices UNLESS the supervising adult has given permission otherwise)**
- During the "change" of classes in the hallways of the academic, arts, or athletic wings.

UNAUTHORIZED USE (WHEN STUDENTS CANNOT USE PEDS)

- In the Testing Center
- During any drill that could compromise safety (fire drill, severe weather drill, etc.)
- During traditional classes between the hours of 8:00 am and 2:45 pm within classroom areas or gymnasiums (unless approved by a teacher for instructional or educational purposes as indicated earlier)

- During assemblies
- During detention
- In restrooms, locker rooms, or swimming pool areas as specified earlier in this document
- In the Theater
- Use of PEDs in the Library or the Resource Center cannot be for entertainment reasons and students violating this policy will be directed to spend their free blocks in the Café 321 or the Nutrition Center

TIERED RESPONSE

First Infraction	Second Infraction	Repeated Infractions (3 or More)
<ul style="list-style-type: none"> • Verbal warning by teacher or staff. • The teacher will notify the parent/guardian. 	<ul style="list-style-type: none"> • The teacher will take the device. • Parent/guardian notification - verbal warning issued and documented in Focus. • Administration will contact the parent/guardian to pick up the electronic device at the conclusion of the school day. • The School Counselor will confer with the student to review PED expectations. 	<ul style="list-style-type: none"> • Office referral. • The device will be taken, and the parent/guardian will be required to retrieve the device. • Referral to Student Code of Conduct (Behavior Disruption) for additional disciplinary consequences. • Behavior contract signed by student and guardian.

All high school students will begin the year with the freedom to use their PEDs in authorized areas of the building and during authorized times. Students are expected to model appropriate digital behavior and uphold academic integrity.

Grades 9-10 Restricted During Instructional Time	Grades 11-12 Conditional Use with Responsibility
<ul style="list-style-type: none"> • During Class: <ul style="list-style-type: none"> ○ The use of personal electronic devices (PEDs) is permitted only when authorized by teachers, for brief periods, and in a responsible manner. ○ PEDs must remain silenced and placed in a cell phone caddy, unless authorized by a teacher. ○ Headphones/AirPods/earbuds are not permitted unless directed by the classroom teacher for instructional purposes. ○ Smartwatches are not to be used for texting or calls during class. 	<ul style="list-style-type: none"> • During Class: <ul style="list-style-type: none"> ○ The use of personal electronic devices (PEDs) is permitted only when authorized by teachers, for brief periods, and in a responsible manner. ○ The teacher has sole discretion as to if and when PEDs must be placed in a cell phone caddy ○ Headphones/AirPods/earbuds are not permitted unless directed by the classroom teacher for instructional purposes. ○ Smartwatches are not to be used for texting or calls during class.
<ul style="list-style-type: none"> • During Independent Study, Lunch, and Class Transitions: <ul style="list-style-type: none"> ○ Students are permitted to have PEDs in the lunchroom and Café321. ○ Students are to use PEDs responsibly in the Resource Center and Library. Use of PEDs that may constitute a distraction to the learning environment in these areas will be regarded as an infraction and subject to the established tiered behavioral response. 	

- Students should not use phones in the hallway for any purpose that could serve as a distraction to the learning environment.

UNAUTHORIZED AREAS

Students are not permitted in unauthorized areas of the building. Unauthorized areas for the students (other than for class or during passing time) include the weight room, locker rooms, gymnasiums, parking lots, steps leading to the parking lots, stadium, stairwells, outside entrances, hallways and ***any unsupervised space.***

TEACHER ASSIGNED DETENTION

Teachers may assign students to after-school detention as an alternative to in-school detention. The teacher will monitor students in a classroom no later than 3:50 p.m. Teachers should notify the responsible administrator, parent and or school police using the traditional behavioral referral form of the assigned detentions. One day notice must be given to the student/parent and administrator prior to the assigned detention.

DETENTION AND IN-SCHOOL SUSPENSION BEHAVIORAL EXPECTATIONS

- Report on time.
- Report for all assigned blocks.
- Arrive prepared and be productive. Academic work should be completed during this time!
- Work quietly. Please do not talk or disturb others.
- *Cell phones or any PEDs are not permitted.*
- Sleeping during school is not appropriate or permitted.
- Please sit in your assigned seat. Be respectful with the furniture.
- The use of the restroom is limited to those assigned to In-School Suspension or in the event of an emergency. Students must sign in and out.
- *Failure to meet these behavioral expectations may result in further disciplinary consequences.*
- *All consequences may include restorative practices.*

Lunch, After-School, & Saturday Detention – Students may be assigned a Lunch, After-School, or Saturday detention for violating minor or major infractions of the Code of Conduct. Additional disciplinary consequences will be in effect if a student fails to report to lunch or Saturday detention.

DISCIPLINE CODE

All students are expected to abide by these reasonable rules and regulations as they facilitate the operation of the educational process.

These rules and regulations are in effect at all school-sponsored activities/events and/or on school buses and Upper St. Clair School District property.

Violations of school rules and regulations generally are classified into two categories—MINOR and MAJOR. Minor infractions are handled through the Out-of-Order system, while major infractions are justification for immediate suspension from school.

Additional administrative disciplinary responses and options include the following: verbal reprimand, special assignment, behavioral contract, withdrawal of privileges, driving pass revocation, modified day, peer counseling, referral to an outside agency, in-school suspension, temporary removal from class, referral to social adjustment class, possible assignment to alternative schools, classroom contract, parent conference, withdrawal from extra-curricular activities, and principal's hearing.

Furthermore, a student's privilege to participate in an activity also may be terminated, if the participant, during the activity, violates any of the "Reasonable and Necessary Rules and Regulations."

EXPLANATION OF TERMS

Minor Violation - Actions which are a distraction to the educational process but do not endanger the safety of people or property.

Major Violation - Actions that are unlawful and/or constitute a threat to the safety of people or property.

Discipline Report - Written report to the office of a violation of the Discipline Code.

Out-of-Order - The official written notification of an offense sent to a parent/guardian. This includes the student's explanation of behavior and the administrative action taken.

Suspension - Temporary removal from the total educational program either in-school or out-of-school. (Suspension may be for one through ten days.)

Expulsion – Permanent removal from the total educational program. (Expulsions can only be invoked by the Board of School Directors.)

Detention – The Administration will assign a student to a supervised room during non-classroom time.

Drug & Alcohol Program – An intervention program for (1) students who have already experienced one or more D&A consequences as a result of their use and (2) for those who could benefit from the program prior to any difficulty.

DRESS CODE

The students, faculty and administration believe that student dress is primarily the responsibility of the family and that the school district must support the efforts of our parents in this enterprise. We have confidence that our students and parents will make appropriate decisions on both school attire and appearance. Students must wear styles and clothing which do not constitute a health or safety hazard, and do not cause a substantial disruption of the school program or interfere with the rights of others and does not cause damage to school property or school buses. However, it remains the final decision of the school in cases of dress code abuses. Students may be required to wear prescribed clothing in specific classes such as gym, art, science laboratory, etc. Students are not permitted to wear hats while in the building during school hours.

HALL PASSES/SIGN-OUT SHEETS

Other than during the four-minute passing time, students must have a hall pass whenever they are in the halls.

LUNCH PROCEDURES AND RESPONSIBILITIES

It is the responsibility of all students to assist in keeping the nutrition center clean. Students are expected to clean up their area. To provide lunch in a clean environment, students must deposit trays and trash in the appropriate receptacles.

- All students will have a scheduled lunch.
- **After eating, students will deposit litter in designated areas.** Students are encouraged and expected to be considerate of their fellow students when eating by exhibiting good table manners, and also to be considerate of students who may use the same area during the next lunch block. Students may face disciplinary consequences if/when they do not adhere to this responsibility.
- If food or drink is to be taken out of the Nutrition Center/Café 321 by students, they are encouraged and expected to be considerate of fellow students and of cleanliness of the school. Failure to comply with this responsibility can result in removal of privileges.
- No outside delivery of food from an outside vendor is permitted to students without a sponsor/supervision.
- Students are reminded of their responsibilities to other classes while going to and returning from the Nutrition Center.
- Violations of school rules may result in removal of cafeteria privileges. Alternate dining arrangements will be made.

VANDALISM

School buildings, student lockers, equipment, and educational materials are public property. All acts of vandalism can be treated as a civil offense and can involve the civil law enforcement authorities.

COUNSELING SERVICES

COUNSELING

School counseling services are available for every student through a comprehensive school-counseling program. The role of the counselor is to act as an advocate for students as they move through the four years of high school and beyond. Counselors work with students concerning many issues such as self-awareness, educational planning, test interpretation, career choice, post-high-school plans, home, school and/or social concerns, or any matter the student feels should be discussed with a counselor.

Students wishing to confer with a school counselor may come to the counseling office suite during unassigned time, before or after school, or they may schedule an appointment on the counseling website. Parents can reach the counseling office by calling 412-833-1600, ext. 2290.

COUNSELOR ASSIGNMENTS

COUNSELOR	GRADE 9	GRADES 10-11-12
Ms. Courtney Wregget	A - Le	
Mr. Thomas Marquis	Li - Z	
Ms. Kristin Frommeyer		A - E
Ms. Bethany Lash		F - Le
Ms. Kristin Pardini		Li - R
Dr. Jennifer Kirk		S - Z

COUNSELING PROGRAM

9th grade – The focus of the ninth grade counseling program is **ORIENTATION**. It is a planned program providing for a smooth transition and a friendly welcome to the high school. Individual parent/student conferences are available to spotlight personal concerns and student involvement at the high school. In addition to individual counseling, this process includes:

- Freshman seminar
- Orientation meetings
- Individual sessions highlighting academic, career and social-emotional domains
- Small group get-acquainted sessions
- Academic program planning for grade 10
- Counseling Resource Center activities

10th grade – The focus of the tenth grade counseling program is **SELF-ASSESSMENT**. Students participate in a Career Exploration Program presented by the Counselors and are provided with various written and computerized materials as well as individual counseling. These experiences will help them recognize their strengths and challenges and how they relate to short and long term goals. In addition to individual counseling, this process includes:

- Career inventories
- Computer “Naviance” program
- 10th grade project to continue career planning
- Small group career brainstorming sessions
- Testing (PSAT/ASVAB)
- Academic program planning for grade 11
- Counseling Resource Center activities

11th grade – The focus of the eleventh grade counseling program is the continuation of academic and career planning and the introduction of **COLLEGE AND CAREER PLANNING**. Students and parents are provided with information and timelines regarding college and career planning. In addition to individual counseling, this process includes:

- Junior planning meeting with parents and students in the evening
- College and Career conferences
- Testing (PSAT/SAT, ACT, AP, ASVAB, Keystone Exams)
- Individual conferences with students/parents about post-high school plans
- 11th grade seminar series to introduce post-high school plans through the use of Naviance
- Academic program planning for grade 12
- Counseling Resource Center activities

12th grade – the focus of the twelfth grade counseling program is **PREPARATION FOR THE FUTURE**. Plans are finalized for college selection and/or career choice through the use of Naviance. In addition to individual counseling, this process includes:

- School credit review and status report
- Evening college planning meeting for parents and students
- 12th grade individual conferences with students/parents about post-high school plans
- College screening process
- College conferences
- College applications/developing a resume/finalizing a second transcript
- Testing (SAT , ACT, AP)
- Financial aid evening
- College Seminar
- Counseling Resource Center activities

GRADUATION REQUIREMENTS

Graduation from Upper St. Clair High School requires satisfactory completion of a cumulative minimum of 44.5 credits in grades 9, 10, 11 and 12 in order to participate in the graduation ceremony. Any class, which meets three days per week (2 blocks + 1 half block), will earn two credits per year or one credit per semester. Any class, which meets fewer than three days per week (fewer than 2 blocks + 1 half block), will earn one credit per year or one-half credit per semester. All credits will be awarded at one-half or one credit increments only.

The requirements by subject areas are listed below:

English	8	credits
Social Studies	6	credits
Mathematics	6	credits
Science	6	credits
Arts and/or Humanities	4	credits
Physical Education	2.5	credits
Health	1	credit
Electives	11	credits
TOTAL	44.5	credits

Semester grades are cumulative. The grades issued for Semester 1 and Semester 2 are those which will appear on the student's transcript and will be calculated into GPA (mid-semester grades are not included on the transcript and are not calculated into the GPA). The highest possible cumulative unweighted GPA for all students is 4.0. The highest possible year-end cumulative weighted GPA is as follows: freshmen 4.25; sophomores 4.50; juniors 4.75; and seniors 5.0. Students must complete 44.5 credits and the Graduation Project in order to earn an Upper St. Clair diploma and walk at Graduation.

GRADUATION PROJECT

All students are required to complete a graduation project that is in alignment with the Pennsylvania Department of Education Career and Work Standards. The project will be career focused as part of the graduation requirement. The project will be 3 years worth of research stemming from meetings with your school counselor, class assignments, and the career development program and must be completed by May of your junior year.

GRADUATION SPEAKERS

Three student speakers will be chosen using the following criteria:

- There will be one Valedictory Speaker – one Valedictorian chosen by the Valedictorians to represent the Valedictorians
- There will be one Senior Class Speaker – an open invitation to all senior class members – chosen by the senior class
- There will be one Senior Class Speaker – chosen by the faculty

Seniors will be notified when applications and speeches are due to be considered for “senior class” and “faculty speaker.” Selected speeches may not exceed five minutes in length and will be pre-approved by the administration.

REFERENCES/LETTERS OF RECOMMENDATION

Students who need letters of recommendation from their teachers as part of the college application process are encouraged to ask teachers with whom they have developed a strong rapport and/or a teacher in which they have a strong record of academic performance. Students should speak with their teachers directly and then send a request for a letter of recommendation through Naviance. Students should allow sufficient time (well in advance of the deadline) for the letter of recommendation process.

SCHEDULE CHANGES

During the first 2 weeks of each semester, changes may be made based on the following valid reasons:

- **Curriculum Program Change** – College preparatory to vocational or vice versa, college preparatory coursework recommended for particular college majors, level changes (Honors/Advanced Placement/IB to Academic or vice versa, Academic to conceptual/ Cognitive Tutor or vice versa)
- **Employment** – When a student has gained employment requiring early dismissal. Early Release forms must be approved before a change can be processed.
- **Scheduling Conflict** – When a student registers for a course that is no longer being offered or the master schedule creates an overlap in course selections (i.e. two courses are offered once a day in the same blocks)
- **Previous Failure** – When a class is scheduled with a teacher with whom the student has achieved failing work and when another instructor is available to teach the same course.
- **Summer School Record** – When a student has completed or failed a course during summer school and when this circumstance affected the student's course selections.
- **Urgent Personal and Appointment Conflicts** When a student has a medical issue verified in writing by a doctor and requires a change of schedule.

Please note meeting any of the conditions listed above does not mean the automatic granting of a schedule change. There are times when the student's course change request cannot be met due to full classes, unavailability of classes at appropriate times necessary to meet the student's needs, or other similar circumstances.

Classes may be added or dropped during the first two weeks of the semester with no impact on the student's transcript if the student's schedule consists of at least the minimum permissible number of courses. Students must request permission to drop a course after this period via the Schedule Change Procedure, which permits changes only at certain junctures of the school year. If permission to drop is granted, a designation of “W” will appear on the student's transcript next to the student's earned grade at the time of departure from the course, unless otherwise decided by the counselor and teacher. This becomes part of the student's permanent record. For level changes, the student's percentage of achievement will transfer to the new course.

SAT/ACT ADMISSION TESTS

Upper St. Clair High School CEEB Code: 393707

Students may register for the SAT test online at collegeboard.com. To register for the ACT test go to act.org.

SUGGESTED TIMELINE TESTING

9th Grade

- No testing suggested by counselors.

10th Grade

- **October:** Sophomores may consider taking the PSAT/ASVAB. Although this test is not appropriate for ALL students, as it is designed as a junior year test, some students may find the practice helpful.

11th Grade

SAT and/or ACT: College-bound juniors should plan to take two tests, an SAT and an ACT no later than the second semester of 11th grade. Students may need to test in the early months of the second semester in order to allow for scores to be returned in a timely fashion. This way they may make an informed decision regarding future standardized tests. Students may want to sit for additional standardized tests either late in the junior year or early in the senior year so they may further improve their scores. The Counseling Department bases its recommendations upon the individual testing needs of each student. For specific information, please see your individual counselor.

- **The Scholastic Aptitude Test**
Please check the college board website for more information on the SAT (SAT.collegeboard.org)
- **American College Tests (ACT)**
Please check the ACT website for costs and dates (ACTstudents.org)
- **October: PSAT and National Merit Scholarship Qualifying Test** – All college-bound juniors should plan to take this exam.
- **August, October, November, December, March, May, June:** SAT
- **September, October, December, February, April, June:** ACT

What to bring on Test Day:

Admission Ticket with photo ID uploaded

Valid Photo identification: If you do not have a Driver's License or a School ID with photo, see your counselor for an ID verification form. Any student without proper ID will not be admitted to the test.

Two #2 pencils

A Calculator; the one you use for math class is fine. **Calculators and batteries will not be provided.**

12th Grade

- **September, October, December:** ACT
- **August, October, November, December:** SAT
These tests are offered in early fall for seniors who feel they could score a bit higher on a retake – sometimes colleges and universities request that applicants retake a test as well.

PENNSYLVANIA PATHWAYS TO GRADUATION

In accordance with Pennsylvania Department of Education, every student will participate in the administration of the Keystone exams upon completion of three courses: Algebra I, Literature, and Biology. Act 158 of 2018 and Act 6 of 2017 provide alternatives to Pennsylvania's statewide requirement of attaining proficiency on these Keystone exams.

Effective with the graduating class of 2023, students have the option to demonstrate postsecondary preparedness through one of four additional pathways, beyond proficiency on all three Keystone exams.

Students will work with their school counselor to determine their pathway to graduation if they do not score Proficient or Advanced on all three Keystone exams. Additionally, students who do not score Proficient or Advanced on the Algebra, Literature, and/or Biology Keystone exams will participate in remediation, which may include targeted support and focused test-taking skill development.

STUDENT SUPPORT SERVICES (S³)

The Student Support System (S³) is a service designed to help students who are having difficulty experiencing success in school. Students may be referred to S³ by parents, teachers, classmates or other concerned individuals. Situations such as grief or loss, a move to a new home, or the failure to achieve major personal goals can contribute to this lack of success. A drop in grades, irregular attendance, difficulty in interpersonal relationships, chronic disciplinary problems, etc., may indicate a need for the type of help that the Student Support Service will provide. S³ consists of teams made up of teachers, counselors, psychologists, principals, and a nurse. The teams meet regularly to devise strategies to assist the student. Discussions are kept in confidence. Once a plan is organized, a member of the team is in contact with the student and family. Suggestions are made to help resolve the problem and thus open the way to a more successful social and academic life at school.

WITHDRAWALS OR TRANSFERS

The counselor must be notified if a student withdraws from the district. Any student leaving the Upper St. Clair High School must be registered with another school district. The counseling department requires a "Request for Records" form from the receiving school. The student will not be withdrawn without receipt of this form.

GENERAL INFORMATION

ADVISOR PROGRAM

The program is designed to provide additional and ongoing support for students through an advisor system. Each homeroom teacher will assume a helping role as an advocate for an assigned group of homeroom students during all four years at the high school. The advisor will address the well-being of each student by coordinating activities that promote a sense of belonging, improve interpersonal relationships, and enhance self-concept.

ASSEMBLIES

Due to the limited seating capacity in the theater, selected class groups may be chosen to attend on a rotation and special interest basis. Any suggestions concerning the assembly program should be given to your student council representative.

ATTENDANCE

Attendance is reported in full and half days.

- Student will be credited with full-day attendance:
Arrive before: 9:30 AM
Leave after: 1:25 PM
- Student will be credited with half-day absence:
Arrive or Leave between: 9:30 AM and 1:25 PM
- Student will be credited with full-day absence:
Leave before: 9:30 AM
Arrive after: 1:25 PM

BELL SCHEDULE

The bell schedule is on the High School website. [Click here](#) to see the bell schedule.

CAMERAS

To ensure the safety and security of the students/staff and for other purposes, surveillance cameras have been installed in the building.

DANCES

The student body of Upper St. Clair has been very fortunate with the success of their dances. The following regulations are in effect:

- No visitors from other schools will be permitted to attend the dance unless he or she is a guest of a student from Upper St. Clair. Guests must be registered with the head of student activities by 2:45 p.m. on the Friday one week before the dance with the appropriate guest permission form.
- Students are not permitted to return once they leave the dance.
- Students are subject to search upon entry. Point of entry searches may include but are not limited to wandings, metal detectors, and searching of belongings. Additional searches may be warranted in accordance with school district policy.
- Normal school regulations are in effect at all dances.
- No students will be admitted 60 minutes after the start time.
- Students may be subject to a Breathalyzer and/or other sobriety assessments if or when warranted.
- Students and/or guests are expected to comply with the Upper St. Clair Code of Conduct.

FIELD TRIPS

If a student is going on a school field trip, a field trip form must be submitted, which is available from your teacher. Parental and teacher approval is required. School rules are in effect on all field trips. Students are responsible for completing all classwork/ homework missed while on the field trip. Please review the "Make-up Work" section of this handbook for more information.

FINES

The cost of educational material necessitates economical and practical use of all school materials. Upon receipt of a financial obligation notice, students are to return or pay for any obligations in the Main Office. Do not return these obligations to the teacher or classroom. Obligations should be paid before the start of the new year.

Textbook fines are calculated as follows:

- Lost or unusable books less than 2 years old – original price of book.
- Lost or unusable books more than 2 years old – original price of book minus 5% per semester age of book.
- Damaged but usable books – full price of book minus 50% of price.

Diplomas are withheld until students have satisfied all their obligations.

Laboratory equipment

- Students are expected to pay for laboratory equipment broken as a result of carelessness and misuse.

FOOD AND BEVERAGES

Food and beverages are not permitted in the academic wing of the building unless students have been granted permission from an administrator or designee. Teachers have the discretion to permit water bottles in their classroom.

Ordering food and having it delivered to the school is not permitted. Doing so will be considered food in a non-designated area, and thus a violation of the Discipline Code.

INTERNET GUIDELINES AND RULES FOR USERS

The information networks of the Upper St. Clair School District ("School District") represent powerful educational resources which allow you to find information anywhere in the world. You can connect to businesses, major universities, national libraries, other schools and other students around the world. As more people travel this electronic highway, maps to find information and rules to keep traveling safe are vital to successfully completing the journey.

The Internet provides access to a collection of many worldwide networks that support the open exchange of information. You can look at (and print out) articles, documents, and pictures that you can use in your classes. You can even get current facts about news, weather and sports.

Upper St. Clair School District has guidelines and rules for acceptable behavior. Likewise, there are correct procedures and rules that govern the use of the information networks. If you do not follow these guidelines and rules, you may lose your privileges to access the information highway.

General Considerations and Guidelines

It is important to your teachers, your parents, and your school administrators that you understand the many consequences of the computer connections that you wish to make using the information networks. If you use the Internet properly, it can provide you with countless hours of exploration. It is important that you understand that your use of this powerful educational tool is a privilege. You can lose this privilege if you break any of the network access guidelines and rules.

Some parts of the Internet contain material that is not suited for students or not consistent with the goals and objectives of the School District. The School District will only allow connections on the Internet for purposes consistent with approved curriculum and School District goals and objectives. When in doubt, obtain the approval of your teacher or the computer lab operator. The guidelines and rules set forth in this document describe the proper way to use this research tool. Anyone who uses the network illegally or improperly will lose their use privileges.

At school, student access to and use of the Internet will be under teacher direction and will be monitored as any other classroom activity. The School District, however, cannot prevent the possibility that some users may access material that is not consistent with the educational mission, goals and policies of the School District, since Internet access may be obtained outside of the school setting. Because these connections are granted to you as part of the larger scope of the curriculum, **the School District has the right to monitor what you do on the network** to make sure that the network continues to function properly for all of its users and that your use is appropriate.

Who's On the Internet?

The information networks are "public places." You must always remember that you are sharing this space with many other users. Millions of individuals may be interacting across the network at the same time. Your actions can be "seen" by others on the network. If you use a particular service on the network, it is likely that someone knows the connections that you are making, knows about the computer shareware that you are using and knows what you looked at while you were in the system.

Your Behavior (Netiquette) and Safety

You are expected to use the network to pursue intellectual activities, seek resources, access libraries and other types of learning activities. We encourage you to explore this net "space," and discover what is available there. We want you to learn new things and share your new-found knowledge with your friends, your parents, and your teachers.

When you are using the computer network and communicating with others, keep the following in mind:

(1) You cannot see them; (2) You cannot tell how old they are or even what sex they are; (3) They can tell you anything, and you cannot be sure what they are telling you is true; and **(4) Privacy cannot be guaranteed in a network environment.** So, you need to think carefully about what you say and how you say it.

For your own safety and for the safety of others, remember to exercise caution when you are communicating with people anywhere. Do not give out your own home phone number or your address or other personal information about yourself (or others) to anyone. If you feel there is a problem or if you feel uncomfortable with the information someone is giving you, tell your teacher or computer lab operator immediately. Do not make arrangements to meet others whom you do not know through the Internet.

You may not harass other users. You do not want to run the risk of breaking the law by bothering or annoying other people. If a user on the network asks that you no longer send them electronic mail or in any other way contact them, you must stop all contact immediately. You may feel you have the right of freedom of expression, but others have the right to be free from harassment. If a student's online activities outside of school are deemed disruptive to the learning environment during school, the student may face disciplinary consequences.

Legal Issues

Plagiarism

Plagiarism is "taking ideas or writing from another person and offering them as your own." Credit should always be given to the person who created the article or the idea. The student who leads readers to believe that what they are reading is the student's original work when it is not is guilty of plagiarism.

Be careful when you are using the information networks. Cutting and pasting ideas into your own document is very easy to do. When using someone else's work, be sure that you give credit to the author by citing the author, text or publication, date, etc. When you do this, your teacher will know which ideas are yours, and you will not be guilty of plagiarism. Moreover, your teacher will recognize your research abilities and analytical skills in incorporating, referencing and contrasting another author's work.

Refer to the MLA Handbook for Writers of Research Papers, 8th edition, for information on citing online databases.

While AI can be a valuable resource for research, problem-solving, and creativity, it is crucial to recognize that using AI to violate academic integrity is strictly prohibited. This includes, but is not limited to, utilizing AI to generate or modify original work without proper attribution, accessing unauthorized information, or engaging in any form of cheating or plagiarism.

Copyright

According to the Copyright Act of 1976, "Fair Use" means that you may freely use any information that you legally find on the information network as long as you do so only for scholarly purposes. You may not plagiarize or sell what you find.

For example, if one finds a copy of commercial, copyrighted or licensed software on the Internet it cannot legally be copied. Such software packages must be purchased or licensed before they can be legally used. If however, one finds an article about the use of that particular software on the Internet, the article can be copied and included in a student's project, for example, as long as proper credit is given to the author. The article may not be sold for profit.

Moral and Ethical Issues

The School District wants to provide you with a stimulating educational environment. At the same time, it wants to protect you and others from information that is not appropriate for you to use.

While the School District wants you to use this valuable educational tool, it does not condone the use of inappropriate information on the Internet. Some materials exist that are inappropriate to the instructional setting and the School District will do everything it reasonably can to prevent them from being accessed.

You must clearly understand that access to such material in any form is strictly forbidden. The network is made available to achieve and support instructional goals. You should avoid any information that does not support classroom learning.

Although the ability to access unacceptable materials is limited as much as possible, it can cause concern for students and parents should it occur while the student is doing legitimate research.

Electronic Libraries

Guidelines for access to information have already been established in the Library Bill of Rights of 1980. These principles can be applied to the Internet as well. This document states that "attempts to restrict access to library materials violate the basic tenets of the Library Bill of Rights;" however, school librarians are required to devise collections that are "consistent with the philosophy, goals, and objectives of the school district." This means that the District has had the right to restrict any information that does not apply to the approved curriculum.

Using Resources

Information networks have limited capacities. The more users there are on the network, the more congested the network becomes and access to information will take longer. The following guidelines will help ease the congestion.

- Do not tie up the network with idle activities.
- Do not play games with others on the network or on the Internet. Networks are not designed for computer games.
- Do not download files of more than 1.4 Mbytes unless authorized or directed to do so by your teacher.
- Print or download only the information you need.
- Use your access time efficiently. Remember, there are many students who need to use the network.

Virtual Field Trips

The information networks offer many opportunities for “virtual field trips” to distant locations. The School District considers all connections to remote locations as field trips. The rules that apply to student conduct on field trips apply to these virtual electronic field trips as well. It is important that you realize that you represent your school and the School District when you use the information networks and that you are on your best behavior.

LIBRARY

INFORMATION LITERACY – The ability to efficiently and effectively find and use information is the keystone of lifelong learning.

The mission of the library media program is to ensure that students are effective users of ideas and information. The mission is accomplished by providing intellectual and physical access to materials in a variety of formats and by providing instruction to foster competence and stimulate interest in reading, viewing and using information and ideas.

Every effort has been made to provide students with an environment and resources that will aid in their scholastic achievement and leisure reading. The time that a student selects to go to the library is to be used exclusively for the purposes of quietly researching, reading, and studying. Students should use the Nutrition Center or Café 321 for game playing (e.g. online, gaming systems, board games, card games) and socializing.

Any student who does not comply with library code of conduct risks having library privileges revoked by either the librarian or the assistant principals. It is assumed that high school students are responsible young people and can be trusted to maintain with pride the materials and equipment furnished for their use. Students will be held responsible for any lost, damaged materials and/or equipment that they have used.

Circulation Procedures:

1. Students will not be permitted to sign out any new materials unless their library account is in good standing. Fines and/or overdue books must be returned before additional items can be checked out of the library.
2. Books in the general collection are circulated for a two-week period.
3. Magazines, pamphlets, and Chromebooks are circulated on either a day-use or overnight basis.
4. Books from the reserve collection are circulated for overnight use. These materials are available for use during the school day. Reference books are non-circulating and are available for use during the school day.
5. Overdue charges – A fine of 50 cents will be charged for any reserve/reference book not returned before the first block on the day it is due. A fine of 10 cents per day, per item will be charged for all other materials not returned by specified due dates.
6. Students will be charged a fee for lost or damaged materials.

Internet access is available to students with parental permission.

LOCKERS

Lockers are for the convenience of the students. This privilege can and will be revoked for any of the following reasons:

- Abuse or vandalism of lockers; including but not limited to: stickers, writing and physical damage (Repair costs will be assessed to the student.)
- Hiding alcohol, drugs, weapons, stolen items, or any other material that does not belong in school
- Sharing a locker
- Placing oversized items such as athletic equipment and musical instruments in the locker causing the locker door and shelf to become warped or damaged.

Students are expected to keep lockers reasonably clean and orderly. Food items should be removed daily. Locker combinations should be kept private. **The lockers can and will be inspected by the administration at any time, for any reason, without prior notification.** Problems with lockers should be reported to the Main Office.

NOTE: Any student discovering items that may not be appropriate in or on a locker should immediately report the matter to the Assistant Principal's Office or School Security.

PHYSICAL EDUCATION CLASS SECURITY

Students should secure all valuables in a locked locker or with a physical education teacher.

It is the Student's responsibility to secure all valuables.

POLICE

The high school is patrolled by sworn school police officers with powers of arrest. Their primary mission is to ensure student safety. Additional security officers are visible throughout the day and during evening hours. Students should report thefts and other appropriate safety information to the school police as soon as possible. As a reminder, school police contact information can be found on the District website under the Safety banner. The Chief of School Police can be reached at (412) 833-1600 ext. 2560.

POSTERS/CIRCULARS

The posting of class activities, dances, club meetings, sports events, etc. is permitted in designated areas. Activities must be school related. All notices must be approved and stamped by the Activities Office prior to posting. **DO NOT POST** any notices on wooden doors, windows, door windows, room signs or fire extinguishers. Failure to have posted materials approved may result in disciplinary consequences and the removal of posters/circulars.

SAFETY DRILLS

Periodic safety drills are a necessary part of the school district's procedures. For evacuations, students should leave through the designated exits as quickly and quietly as possible when the alarm sounds. All students/staff **must** leave the building. Safety drills are important. For this reason, no disorderly behavior whatsoever will be tolerated. Students are expected to participate in all safety drills.

SENIOR FINAL DAYS

Following the last senior day for class attendance, any behavioral infractions will jeopardize a student's participation in the prom and/or commencement exercises.

STUDENT ATTENDANCE AND BEHAVIOR AT SCHOOL SPONSORED EVENTS/ACTIVITIES

Students who violate school discipline policies at school sponsored events or activities are subject to disciplinary consequences such as suspension from future activities or events. See the Code of Conduct for more specific information.

STUDENT DRIVING/PARKING

The Upper St. Clair High School student parking lot has a specific number of student parking spaces available. A fair and equitable annual system has been established to allocate student driving permits. Only student drivers with an official Driving Pass are permitted to park on campus. Students may obtain the USC Student Driver Permit Application online. The Administration reserves the right to deny/ revoke driving privileges for any student failing to abide by school district policies and Code of Conduct.

TRANSPORTATION ASSISTANCE

Any student who has missed the bus and exhausted all possible means of transportation to school should call the school immediately for assistance at 412-833-1600, extension 2275.

VISITORS

- All visitors to the high school must enter the building at the Academic Entrance near the flagpole.
- All visitors age 16 or older must present a valid photo ID upon arrival at the main office.
- Visitors must report to the main office to receive a visitor's badge and to be processed through the Raptor Visitor Management System
- No visitors are allowed during the first or last week of school or the day before a holiday.
- All visitations must be approved in advance by a school Administrator.
- Visitors will be issued and must display a visitor's badge at all times.
- Visitors who do not follow these guidelines will be asked to leave or face criminal prosecution.
- The high school reserves the right to deny a visitor's request if a pre-arranged appointment has not been made.
- Visitors will be escorted to their assigned destinations by school staff.

WORK PERMITS – CHILD LABOR LAWS

To comply with Child Labor Laws, all students between the ages of 14 and 17 are required by Pennsylvania School Law to secure an Employment certificate, known as "Working Papers," before they may begin to work. Students who have reached 18 by state law do not need working papers. Exceptions to this regulation are 17 year old students who have graduated or have officially withdrawn from school. Under the new Child Labor Law either the student or parent may request an application for a work permit. The application requires the signature of the parent or guardian and proof of age, such as a birth certificate, passport, or other official document. The parent does not need to sign the permit application in the presence of the issuing officer. The permit may be used for more than one employer. Students working in performance or theatrical venues must provide proof of adequate educational tutoring. A permit may be revoked if a student does not maintain adequate academic achievement. Contact the main office for more information.

APPENDIX A: Student-Friendly Harassment Explanation

<p>What does harassment look like?</p> <p><i>(These are examples and this list is not meant to be exhaustive.)</i></p>	<ul style="list-style-type: none"> • Name calling that is rude or sexual in nature • Verbally assaulting someone • Spreading rumors about someone • Pushing, grabbing, touching, or pinching someone aggressively or in a sexual way • Using racial, sexual orientation, or ethnic slurs or remarks • Making sexual comments, jokes, gestures, or looks • Showing, sending, or giving sexual photos and messages • Writing graffiti messages about someone on lockers, tables, etc. • Spying on someone in a bathroom or locker room • Flashing or mooning • Pulling at clothing in a sexual way • Sending unwelcomed love messages or overly aggressive phone calls or advances • Blocking someone's way or cornering someone in an aggressive or sexual way • Forcing sexual activity
<p>Where do the rules apply?</p>	<ul style="list-style-type: none"> • At school and on campus • At school related activities that are not on campus • Outside of the school setting especially if it: <ul style="list-style-type: none"> o Interferes with a student's education o Creates a threatening environment o Disrupts the operations of the school day
<p>Are these rules just for students?</p>	<ul style="list-style-type: none"> • No. The District's policies protect all students and adults.
<p>What should I do if I'm being harassed?</p>	<ul style="list-style-type: none"> • Tell a teacher, counselor, or principal. • <i>Then what happens?</i> <ul style="list-style-type: none"> o The allegation is reported to the principal. o You will be asked to put your report in writing. o An investigation will ensue that will respect the privacy of all parties. o Counseling, mediation, and or discipline could be the result.
<p>What is the potential discipline for violations?</p>	<ul style="list-style-type: none"> • Counseling within the school • Parent conference • Loss of school privileges • Transfer to another classroom, bus, etc. • Exclusion from school-sponsored activities • Detention/Suspension/Expulsion • Counseling/Therapy outside of school • Referral to the Township Police
<p>Am I protected from retaliation?</p>	<ul style="list-style-type: none"> • YES! The district prohibits retaliatory behavior against any complaint or participant in the complaint process. • Any party engaging in retaliation action or threats of retaliation shall be subject to discipline.
<p>Where can I find related policies?</p>	<p>School Board Policy Manual BoardDocs 103 - Discrimination-Title IX Sexual Harassment Affecting Students 249 - Bullying-Cyberbullying 249 Bullying-Cyberbullying -Attachment 1 Report Form</p>

APPENDIX B : DRUG & ALCOHOL INTERVENTION

	Situational Category	Immediate Action	Investigation	Notification of Parents	Notification of Police	Disposition of Substance	Disposition of Student
1	A staff member concerned about inappropriate behavior which may hinder learning.	Staff member works with the student and/or refers to the student assistance team	Student assistance team initiates intake procedures.	Student assistance team may describe behavior to parents.	Not required.	Not applicable	Refer to counselor, no discipline mandated.
2	A student demonstrates symptoms of possible use of alcohol, controlled substances or mood altering chemicals.	Nurse will be summoned immediately. Student may be transported to a medical facility. This will be handled as a medical emergency.	The principal/designee investigates. This may include a search of the student and/or the locker and removal of possible substances.	Principal/designee will contact parents.	Not required unless a controlled substance is discovered at the time of emergency.	Given to medical personnel and then turned over to police for possible analysis and use in further proceedings.	Refer to counselor and/or student assistance team. If there is a violation, see appropriate situational category listed below.
3	A student is found to be using or in possession of alcohol, controlled substances, or mood altering chemicals for the first time and is cooperative.	The student will be escorted to an office. The student will not be left alone.	The principal/designee investigates. The student and/or locker is searched. Suspected alcohol or other controlled substances will be confiscated.	Principal/designee will contact parents.	Yes	Turned over to the police with possible request for analysis and use in further proceedings.	Refer to counselor and/or student assistance team. Suspension or possible expulsion. Possible Superintendent's hearing. Required participation in either pre-assessment by a D&A counselor, participation in a D&A education program, or D&A evaluation by D&A agency. D&A recommendation must be followed. Social probation for 60 calendar days. Two-week activity suspension. Parent and student required to attend Saturday educational program for D&A. Criminal prosecution.

4	A student is found to be using or in possession of alcohol, controlled substances or mood altering chemicals for the first time and is uncooperative.	The student will be escorted to an office. The student will not be left alone.	The principal/designee investigates. The student and/or locker is searched. Suspected alcohol or other controlled substances will be confiscated.	Principal/designee will contact parents.	Yes	Turned over to the police with possible request for analysis and use in further proceedings.	Refer to counselor and/or student assistance team. Out-of-school suspension, possible expulsion. Possible Superintendent's hearing. Required participation in either a D&A education program or a D&A assessment. D&A recommendation must be followed. Social probation for 60 calendar days. Two-week activity suspension. Parent and student required to attend Saturday educational program for D&A. Criminal prosecution.
5	A student is found in again to be using or in possession of alcohol, controlled substances, or mood altering chemicals.	The student will be escorted to an office. The student will not be left alone.	The principal/designee investigates. The student and/or locker is searched. Suspected alcohol or other controlled substances will be confiscated	Principal/designee will contact parents.	Yes	Turned over to the police with possible request for analysis and use in further proceedings.	Refer to counselor and/or student assistance team. Out-of-school suspension, possible expulsion. Possible Superintendent's hearing. Required D&A assessment. D&A recommendation must be followed. Social probation for 60 calendar days. Two-week activity suspension. Parent and student required to attend Saturday educational program for D&A. Criminal prosecution.
6	A student is found in possession of paraphernalia associated with the use of alcohol or other controlled substances.	The student will be escorted to an office. The student will not be left alone.	The principal/designee investigates. The student and/or locker is searched. Suspected alcohol or other controlled substances will be confiscated. If use is also admitted, follow situational category 3, 4, 5 or 6.	Principal/designee will contact parents and arrange for a conference.	Yes	Turned over to the police with possible request for analysis and use in further proceedings.	Refer to counselor and/or student assistance team. Student issued a warning. Possible suspension. Criminal prosecution.

	Situational Category	Immediate Action	Investigation	Notification of Parents	Notification of Police	Disposition of Substance	Disposition of Student
7	A student is found distributing and/or selling alcohol, controlled substances or mood altering chemicals.	The student will be escorted to the principal's office. The student will not be left alone.	The principal/designee investigates. The student and/or locker is searched. Suspected alcohol or other controlled substances will be confiscated.	Principal/designee will contact parents and arrange for a conference.	Yes	Turned over to the police with possible request for analysis and use in further proceedings.	Refer to counselor and/or student assistance team. Out of school suspension, possible expulsion. Possible Superintendent's hearing. Required D&A assessment. D&A recommendation must be followed. Social probation for 60 calendar days. Two-week activity suspension. Parent and student required to attend Saturday educational program for D&A. Criminal prosecution.
8	A student is found using, in possession of, suspected to be under the influence of, or selling alcohol or other controlled substances when attending, as a participant or spectator, any school sponsored function on or off school property, including events at other school districts.	Group sponsor or administrator will be notified. Security will be summoned. The student will not be left alone. In an emergency the student will be transported to a medical facility at parental expense.	The sponsor or administrator investigates. The student will be asked to volunteer all controlled substances.	The sponsor or administrator will contact parents.	Determined according to appropriate situational category.	Given to medical personnel and then turned over to police for possible analysis and use in further proceedings.	Refer to counselor and/or student assistant team. Discipline according to appropriate situational category.

Definition of terms:

ALCOSCAN – When appropriate, students will be given the opportunity to prove their innocence by taking a breathalyzer to be administered by a Principal. Student refusal to submit to this test will be treated as a violation of the drug and alcohol policy.

Citation – is an order of a court requiring a person against whom a suit has been brought to appear and defend within a given time.

Confidentiality – defines the condition under which information is kept private. No confidential communication will be divulged without the consent of the student or his/her parent/guardian. Information concerning the safety of self or others is not bound by the rules of confidentiality.

Controlled Substance – As defined in school district policy

Cooperative Behavior – is 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 staff.

Distributing – deliver, receive, sell, buy, pass, share or give any alcohol, controlled substance or mood altering chemical from one person to another.

Drugs – include any alcoholic beverage, chemical substance, or illegal and abused substance or medication not approved and registered by the health office and any substance which is intended to alter mood, including any look-alike chemical.

Harmfully Involved – use that is dangerous because of its pharmacological properties or association with non-functional social behavior and educational performance.

Intervention – is the effort to provide assistance to students and their families when the student's behavior is inappropriate. In certain specified situations, it is action taken to resolve behavior problems which take place on school property or at activities sponsored by the School District.

Look-alike Chemical or Paraphernalia – is any liquid or solid that resembles a mood altering chemical or any paraphernalia associated with the use/possession of alcohol or drugs.

Misuse/Abuse – is the use of a chemical substance in a manner that causes harmful effects, either physiologically, psychologically or socially.

School Property – includes not only actual buildings, facilities and grounds on the school campus, but also includes school buses, school bus stops, school parking areas and any facility being used for a school

function. School Sponsored Activity – is any activity that is funded and/or supervised by the School District.

Social Probation – Student is not permitted to attend school-sponsored activities as a spectator for 60 calendar days such as football games, dances, etc.

Two-Week Activity Suspension – Student is permitted to practice and train with his/her club or sport but is prohibited from participating in any game, match, performance, or other school event.

Uncooperative Behavior – is defined as any resistance or refusal, verbal, physical or passive, on the part of the student to comply with the reasonable request or recommendations of a staff member at the time that the student is apprehended using or in possession of drugs or mood altering chemicals. Defiance, assault and deceit shall constitute examples of uncooperative student behavior.

Use – in the ingestion, inhalation or injection of any alcohol or other controlled substance for the purpose of producing a physiological or psychological effects

APPENDIX C: TESTING DATES 2025 - 2026

PSAT/ NMSQT EXAM/ASVAB	SAT EXAMS	ACT EXAM	AP EXAMS	IB-DP EXAMS	KEYSTONES EXAMS
October 22, 2025	November 8, 2025	February 7, 2026	May 4 - 8 & May 11 - 15, 2026	April 27 - May 22, 2026	Winter Wave: Dec. 9 - 10, 2025
	March 14, 2026				Spring Wave: May 12 - 13, 2026 (Biology & Literature) May 18 - 20, 2026 (Algebra)

APPENDIX D: STUDENT AI INTEGRATION & UTILIZATION

1. Teachers will review this information before major units/assessments as a guide for authentic conversation with students.
2. Based on the teacher's direction, students will recognize how and when they can integrate and utilize AI.
3. Students must acknowledge their understanding of and adhere to the *AI Academic Integrity Guidelines* and *AI Usage Criteria* before submitting assignments (see below).

AI Academic Integrity Guidelines

Upper St. Clair High School educators recognize the capacity of AI and student usage in completing assignments. All teachers are responsible for providing students with notice of whether AI use is permitted on a particular assignment or project. Teachers will reference the following scale for guidance.

0	No AI Use	The assignment is completed independently without the assistance of AI	Not Applicable
1	AI-Assisted Idea Generation	AI is used for brainstorming and generating ideas only.	No student disclosure is required.
2	AI-Assisted Editing	AI is used to edit or refine work but not generate content.	Students must disclose how AI was used, what prompt was used, and review criteria.
3	AI for Specific Task Completion	AI is used to complete certain elements of a task or part of a project with human oversight and evaluation of AI-generated content.	Students must disclose how AI was used, what prompt was used, and review criteria.
4	Full AI Use with Human Oversight	AI may be used throughout the assignment. The student is responsible for providing human oversight and evaluating the AI-generated content.	Students must disclose how AI was used, what prompt was used, and review criteria.

Student AI Usage Criteria

Student AI Usage Criteria should be referenced during instruction, not just at the time of submission. If any of the following criteria for an AI tool or resource are not met, the teacher must be consulted, and the AI tool should not be used.

1. Usage: The teacher has identified that AI can be used in this assignment (see above).
2. Justification: I have explained and justified the value and necessity of using this AI tool to help me learn.
3. Confidentiality: I have ensured that no private or confidential information is included when using AI.
4. Disclosure: I have disclosed my utilization of AI, including the specific tool, prompt, and extent of usage.
5. Due Diligence: I have confirmed that integrating the AI Tool aligns with district policy, meets teacher expectations, and follows the Academic Integrity Guidelines and Usage Criteria. If I had any questions or concerns, I have consulted with my teacher.

USC Student Guide to Using Generative AI with Integrity

Focus on Learning	Do not Focus on the Product
<ul style="list-style-type: none"> ● Whenever confused, ask GenAI to clarify or confirm ● Check work for use of all relevant terms ● Cross-check facts/data with other academic sources ● Ask for definitions of complex terms ● Check work for use of all relevant terms ● Ask GenAI for ideas for further reading/research ● Ask GenAI to help by giving examples ● Paraphrase complex text to help understand the original ● Proofread for grammar, punctuation ● Ask for another perspective ● Summarize long passages ● Keep asking until you understand 	<ul style="list-style-type: none"> ● Do not rely on GenAI to tell you... <ul style="list-style-type: none"> ○ what to think ○ what to say ○ what to write ○ how to write ● Do not <ul style="list-style-type: none"> ○ Rely on GenAI for all of your research ○ Rely on just 1-2 prompts to develop your understanding ○ Simply copy and paste GenAI outputs ○ Uncritically accept facts/data GenAI produces ○ Use GenAI if you don't understand it

Ethical Use (**with Teacher Guidance**)	Unethical Use
<ul style="list-style-type: none"> • Concept Explanation <ul style="list-style-type: none"> ◦ Can simplify complex concepts • Resource Creation <ul style="list-style-type: none"> ◦ Can create flashcards, revision, activities, analytical tools, etc. • Idea Generation <ul style="list-style-type: none"> ◦ Can stimulate creative thinking and ideas as a starting point • Feedback & Evaluation <ul style="list-style-type: none"> ◦ Can provide instant feedback on work to improve quality before submission • Brainstorming <ul style="list-style-type: none"> ◦ Creates ideas or topics for work to provide different suggestions or perspectives • Revision <ul style="list-style-type: none"> ◦ Create activities to help with a better understanding • Presentation Skills <ul style="list-style-type: none"> ◦ Can provide suggestions to improve presentation skills • Citations & Formatting <ul style="list-style-type: none"> ◦ Can provide correct referencing and in-text citation advice • Locate Sources <ul style="list-style-type: none"> ◦ Can be used to find sources to help with research: similar to using Wikipedia or Google 	<ul style="list-style-type: none"> • Plagiarism <ul style="list-style-type: none"> ◦ Using AI-generated content verbatim without proper citation or presenting AI-generated work as your own • Assignment Outsourcing <ul style="list-style-type: none"> ◦ Using AI to create assignments, essays, or projects without any personal input or understanding undermines the learning process and is considered academic dishonesty • Misrepresenting Abilities <ul style="list-style-type: none"> ◦ Using AI to complete tasks that are beyond your understanding and presenting the results as your own. • Improper Reference Checking <ul style="list-style-type: none"> ◦ Asking to source references and not checking the validity of the information and relevance

APPENDIX E: TITLE IX AND NON-DISCRIMINATION

Upper St. Clair School District does not discriminate on the basis of sex and further prohibits discrimination in all education programs and activities operated by the District, including in its admission and employment practices as required by Title IX.

Inquiries regarding the application of Title IX and its implementing regulations may be made to a District Title IX Coordinator, or the Office of Civil Rights, or both.

The Title IX Coordinators/Compliance Officers are:

For Employees:

Dr. Amy Pfender, Deputy Superintendent
apfender@uscscd.k12.pa.us
412-833-1600, ext. 2062

For Students:

Dr. Lauren Madia, Director of Pupil Services
lmadia@uscscd.k12.pa.us
412-833-1660, ext. 2113

A copy of the Nondiscrimination Policy and Grievance Procedures may be found on the [District's Publicly Accessible Website](#).

Any information regarding conduct that may constitute sex discrimination under Title IX, as well as complaints of sex discrimination under Title IX may be reported to Dr. Amy Pfender (Employees) or Dr. Lauren Madia (Students), via the contact information provided above.

NON-DISCRIMINATION NOTICE

The Upper St. Clair School District does not discriminate on the basis of race, color, national origin, sex/gender, disability, or age in its programs and activities and provides equal access to the Boy Scouts and other designated youth groups. The Director of Pupil Services, Dr. Lauren Madia, has been designated to handle inquiries regarding the non-discrimination policies for students and can be reached using the contact information listed below.

Dr. Lauren Madia, Director of Pupil Services
lmadia@uscscd.k12.pa.us
412-833-1600 ext. 2113