

CLAIRTON CITY SCHOOL DISTRICT

MIDDLE SCHOOL / HIGH SCHOOL

STUDENT HANDBOOK



BEARS

2025-2026

Dear Clairton MS/HS School Families,

Welcome to the new school year! As always, thank you for

- Making sure your Alma account is active,
- Reviewing the handbook with your child(ren) and
- Updating your preferences for the year.

The student handbook can be found at

<https://www.ccsdbears.org/family-community/student-handbook>.



Please **electronically sign** that you received the student handbook through Alma, our student information system:

- During Student Information Day
- By **Friday, September 5, 2025** or
- **During enrollment** (for new enrollments)

Instructions for completing yearly verification forms, including updated contact information, and signing for the handbook, can be found using this link ccsdbears.org/infoday or the above QR Code.

Failure to complete the yearly verification forms and the signing of the handbook could result in your child not participating in school sponsored activities.

Thank you in advance,
Clairton MS/HS Staff & Administration

IMPORTANT INFORMATION



District Calendar

<https://www.ccsdbears.org/calendar1>



Online Attendance Excuse

<https://tinyurl.com/2p8afxrx>



Student Handbook

<http://www.ccsdbears.org/handbook>

Clairton City School District

MS/HS Student Handbook

Section 1:	General Information and District Procedures.....	5
Section 2:	Title I Compact for Schools, Families & Students.....	23
Section 3:	Academic Information / Guidance.....	27
Section 4:	Student Absences	34
Section 5:	Student Behavior Modification / Addressing Incidents / Consequences for Not Adhering to the Code of Conduct... Student Code of Conduct	41
Section 6:	Attendance.....	56
Section 7:	Extracurricular / Athletic Programs.....	59
Section 8:	Special Education / Student Services.....	63

Clairton City School District

Student Handbook

Section 1 Table of Contents

Section 1: General Information / District Procedures

- o Board of Directors / Central Administration / Building Administration
- o Directory of School Employees
- o Address/Telephone Change
- o Authority
- o Bell Schedule
- o Child Abuse
- o Computer and Internet
 - o Authority
 - o Acceptable Use Policy
 - o Responsibility
 - o Security
 - o Cyber-Bullying
 - o Guidelines
 - o Consequences for Inappropriate Technology Use
 - o Copyright
- o Conference Day(s)
- o Debts, Fines, and Obligations
- o Dismissal
- o Early Release
- o Entrance Procedures
 - o Metal Detectors
 - o Visitor Identification
- o Emergency School Closing and Delays
- o Emergency Evacuation Plan
- o Family Educational Rights & Privacy Act (FERPA)
- o Fire drill
- o Flag Salute & Pledge of Allegiance
- o Health Services
- o Homebound Instruction
- o Identification Cards
- o Lockers
- o McKinney-Vento Homeless Assistance Act
- o Resolution Process
- o Threat Assessment team
- o Title IX
- o Transportation
- o Visitors
- o Work Permits

School Board Meetings

Board meetings are generally scheduled twice a month. Check the website for the schedule at www.ccsdbears.org/board

Central Administration

Dr. Tamara Allen-Thomas	Superintendent
Thomas McCloskey	Assistant Superintendent
Lawrence Nicolette, CPA	Business Administrator

Middle / High Building Administration & Contact Information

Maria Suss	MS/HS Principal	412-233-9200 x 1151
Sonia Ewell	MS/HS Assist. Principal	412-233-9200 x 1251
Sh’Ron Sloan	MS/HS Secretary	412-233-9200 x 1250

DIRECTORY

TITLE	NAME	PHONE	FAX	E-MAIL
Superintendent	Dr. Tamara Allen-Thomas	412-233-7090 Ext. 2201	412-233-4755	allen-thomast@ccsdbears.org
Administrative Assistant to Supt.	Gayle Colonna	412-233-7090 Ext. 2200	412-233-4755	colonnag@ccsdbears.org
Assistant Superintendent	Thomas McCloskey	412-233-7090 Ext. 2300	412-233-5101	mccloskeyt@ccsdbears.org
Business Administrator	Lawrence Nicolette	412-233-7090 Ext 2101	412-233-4834	nicolettel@ccsdbears.org
Elementary Principal	Debra Maurizio	412-233-7090 Ext. 1051	412-233-5101	mauriziod@ccsdbears.org
Payroll	Lisa Bisogni	412-233-7090 Ext. 2102	412-233-4834	bisognil@ccsdbears.org
Accounts Payable	Lori Benack	412-233-7090 Ext. 2103	412-233-4834	benackl@ccsdbears.org
Public Relations & Student Services Athletic Director/ Elementary Dean	Alexis Trubiani	412-233-7090 Ext: 2100	412-233-4834	trubiania@ccsdbears.org
Elementary Secretary Family Engagement Coordinator	Danette Thompson	412-233-9200 Ext. 1050	412-233-4982	thompsond@ccsdbears.org
Elementary Counselor	Kelly Fickley	412-233-9200 Ext. 1058	412-233-4982	fickleyk@ccsdbears.org

Social Worker Home/School Visitor; Homeless-Foster Liaison	Andrea Carik	412-233-9200 Ext. 1108	412-233- 4982	carika@ccsdbears.org
Special Education Supervisor	Jennifer Wardropper	412-233-9200 Ext. 1162	412-233- 3709	wardropperj@ccsdbears.org
School Psychologist	Kelley Majersky	412-233-9200 Ext. 1161	412-233- 3709	majerskyk@ccsdbears.org
Special Education Secretary	Erica Hennon	412-233-9200 Ext. 1160	412-233- 3709	gambinoe@ccsdbears.org
School Nurse		412-233-9200 Ext. 1124	412-233- 4590	
Certified Nurse Assistant	Rava Wright	412-233-9200 Ext. 1162	412-222- 4590	wrightr@ccsdbears.org
Food Service Director	Jeffrey Van Bibber	412-233-9200 Ext. 1190	412-233- 2981	vanbibberj@ccsdbears.org
Technology Coordinator	Aaron Maricic	412-233-9200 Ext. 1180	412-233- 3243	maricica@ccsdbears.org
Technology Specialist	Adam Livingston	412-233-9200 Ext. 1181	412-233- 3243	livingstona@ccsdbears.org
Speech Therapist	Dana Valeria	412-233-9200 Ext. 1000	412-233- 4982	valeriod@ccsdbears.org
Speech Therapist	TBD	412-233-9200 Ext. 1000	412-233- 4982	TBD
Occupational Therapist	Morgan Recupero	412-233-9200, Ext. 1160	412-233- 4982	recuperom@ccsdbears.org

ADDRESS, TELEPHONE NUMBER OR EMAIL ADDRESS CHANGE

A change of address, telephone number(s) or email addresses must be reported to the respective building office and health office **immediately** in order to maintain effective communication. Accurate, up-to-date information is essential in case of illness or emergency.

AUTHORITY

Administrators have the same authority as parents/guardians regarding student conduct and behavior during the time students attend school. This includes going to and from their homes (PA School Code Section 1317).

BELL SCHEDULE MIDDLE/HIGH SCHOOL

Period	Time	Minutes
HRM / 1	7:50 to 8:43 am	48
2	8:45 to 9:28 am	43
3	9:30 to 10:13 am	43
4	10:15 to 10:58 am	43
5	11:00 to 11:43 am	43
6	11:45 am to 12:28pm	43
7	12:30 to 1:13 pm	43
8	1:15 to 1:58 pm	43
9	2:00 to 2:43 pm	43

CHILD ABUSE

Under the Child Protective Service Act of 1975, all school district personnel are mandated by law to report suspected child abuse to Children, Youth and Family Services. Teachers or staff members may also inform their immediate supervisor, but are still required to make a report. **It is not the responsibility of the teachers or other school personnel to interview the children who may be victims or to contact the family before reporting to the state agency.** Report of any suicidal intent or child abuse does not require consent from the parent to share information with the appropriate authorities.

Reports of suspected abuse will be made to ChildLine and Children and Youth Services immediately by telephone or electronically; a written report will be submitted within 48 hours. Concerned citizens may also make a report of suspected child abuse with reasonable cause by calling the toll-free Child Abuse Hotline at 1-800-932-0313. All reports made are strictly confidential and anonymous. Concerned citizens can also use the Child Abuse Hotline directly without notifying the school.

Clairton City School District *Policy No. 806 CHILD/STUDENT ABUSE* can be accessed at: <http://go.boarddocs.com/pa/clai/Board.nsf/goto?open&id=B3LK6L503E23>

COMMUNICATION / RESOLUTION PROCESS MIDDLE / HIGH SCHOOL

When a parent/guardian has reason to inquire about specific matters concerning their child, the following procedure is to be used:

1. Call the school and request a meeting with your child's teacher.
2. If your concerns have not been addressed to your satisfaction when meeting with the teacher, let the teacher know that you will contact the principal.
3. The principal will meet with the teacher. If the student is in special education, the Supervisor of Special Education will also attend the meeting.
4. The parent/guardian will then be contacted to meet with all parties in order to reach an agreed-upon solution to the problem.
5. If the concerns of the parent/guardian have not been addressed to the satisfaction of the parent/guardian, a meeting will be held with the Superintendent, parent/guardian, principal, teacher and supervisor of special education (if indicated). The parent/guardian may choose to bring another person to the meeting.

Clairton Middle/High School

Maria Suss, Principal
501 Waddell Avenue
Clairton, PA 15025
412-233-9200 Ext. 1151

Sonia Ewell, Assistant Principal
501 Waddell Avenue
Clairton, PA 15025
412-233-9200 Ext. 1251

Special Education - If your child has an IEP or 504 Plan

Jennifer Wardropper, Special Education Supervisor
501 Waddell Avenue

Clairton, PA 15025
412-233-7090, Ext. 1162

Superintendent - if your issue was not addressed by Principal or Special Ed Supervisor

Dr. Tamara Allen-Thomas, Superintendent
501 Mitchell Avenue
Clairton, PA 15025
412-233-7090, Ext. 2201

COMPUTER AND TECHNOLOGY

OVERVIEW

The Internet will be used in the instructional program to support the Clairton City School District's curriculum, the educational community, and projects between schools, communications and research for district students, teachers and administrators.

AUTHORITY

The electronic information available to students and staff members does not imply endorsement of the content by the school district, nor does the district guarantee the accuracy of information received on the Internet. The district will not be responsible for any information that may be lost, damaged or unavailable when using the network or for any information that is retrieved via the Internet.

The school district will not be responsible for any unauthorized charges or fees resulting from access to the Internet. The district reserves the right to log Internet use and to monitor file server space utilization by district users while respecting the privacy rights of both district users and other outside users. The use of the Internet is a privilege, not a right. Inappropriate, unauthorized and illegal use will result in the cancellation of those privileges and appropriate disciplinary action.

CHROMEBOOK ONE-TO-ONE PROGRAM

Clairton City School District realizes the importance for all students to have access to technology as a variety of learning resources and materials can be accessed online. Students will be provided a Chromebook device to use in school and for educational use at home. All students are issued a district owned Chromebook, student's personal devices are not permitted and will be secured for the students until the end of the school day.

CHROMEBOOK INSURANCE

The district is partnering with One2One Risk Solutions to provide accident protection for our one-to-one Chromebook program. Registering with One2One and purchasing a damage waiver will protect families from the cost to repair or replace the district-issued device. It will also limit your responsibility to a per-occurrence deductible, should a loss occur. **The cost to sign up: only \$20 per school year.**

- Deductible for Accidental Claim #1: \$0
- Deductible for Accidental Claim #2: \$25
- Deductible for Accidental Claim #3: \$50
- Deductible for Lost/Stolen Power Charger: \$10
- Deductible for Lost/Stolen Chromebook: \$100

This program is being offered on an optional basis. If you chose to opt-out of the damage waiver program, **you may be responsible to pay the full cost of any repair or replacement** to the Chromebook or charger. Coverage extends from the date of purchase through the end of the school year or when the student is no longer enrolled in Clairton City School District. To sign up for the program and for additional information, please follow the below steps:

- Visit www.one2onerisk.com and click on "Enroll My Device"
- Use the dropdown menus to select "Pennsylvania", "Clairton City School District", and the appropriate school for your child
- Enter your five-digit student ID number (this can be found on your ID card, schedule, etc. if you don't know it) and verify your name appears
- Fill in the requested information on the next page
- Agree to the terms and conditions
- Select your payment method and proceed with the \$20 payment

For assistance, you can contact One2One support at 1-855-663-2663 or ggb.one2one@ajg.com.

Coverage exclusions:

- Any dishonest, fraudulent, malicious or criminal acts
- Any use not in accordance with District Acceptable Use Policies
- Additional loss caused by the failure to use all reasonable means to protect the device after it has been damaged
- Any loss to software, data, documents, music, videos, recordings or other personal information that have been placed on the device
- Disappearance of the device not reported to local law enforcement

RESPONSIBILITY

The district will make every effort to ensure that students and staff members use the technology resource (devices and internet) responsibly. Students and staff members have the responsibility to respect and protect the rights of every other user in the district and on the Internet. The building administrator(s) will have the authority to determine what inappropriate use is, and the decision is final.

SECURITY

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

1. Employees and students will not reveal their passwords to another individual.
2. Users are not to use a computer that has been logged in under another person's name.
3. Any user identified as a security risk or having a history of problems with other computer systems may be denied access to the network.

CYBER-BULLYING

Cyber-bullying means an intentional electronically written act or series of acts directed at another student or students, which occurs in a school setting that is severe, persistent or pervasive, is directed at another student or students, and has the effect of doing any of the following:

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

The act of cyber-bullying is a form of harassment and is considered a serious violation of school rules. As such, the student may be referred to the Threat Assessment Team.

GUIDELINES

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

Students and staff members are expected to act in a responsible, ethical and legal manner in accordance with this policy, accepted rules of network etiquette, and Federal and State law.

CONSEQUENCES FOR INAPPROPRIATE USE

- The network user will be responsible for damages to the equipment, systems or software resulting from deliberate or willful acts.
- Failure to follow the procedures and prohibitions listed above may result in the loss of the right of access to the Internet. Other appropriate disciplinary procedures may take place, as needed.
- Illegal use of the network; intentional deletion or damage to files or data belonging to others; copyright violations or theft of services will be reported to the appropriate legal authorities for possible prosecution.
- General rules for behavior and communications apply when using the Internet, in addition to the stipulations of this policy. Loss of access and other disciplinary actions will be consequences for inappropriate use.
- All users of the Internet computer network; employees, students and parents/guardians of students, will be required to sign an acknowledgement that they have received and read the foregoing Internet use regulations and agreed to follow such regulations and restrictions.
- Vandalism will result in cancellation of access privileges (see Vandalism in the Discipline Section).

COPYRIGHT

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

ACCEPTABLE USE POLICY

The Acceptable Use of Internet, Computers, and Network Resources for students is outlined in the Clairton City School District's Policy Manual Code 815. The purpose of the policy:

- The Board supports use of the computers, Internet, and other network resources in the district's instructional and operational programs in order to facilitate learning, teaching, and daily operations through interpersonal communications and access to information, research, and collaboration.
- The district provides students, staff, and other authorized individuals with access to the district's computers, electronic communication systems and networks, which includes Internet access, whether wired or wireless, or by any other means.
- For instructional purposes, the use of network facilities shall be consistent with the curriculum adopted by the district as well as the varied instructional needs, learning styles, abilities, and developmental levels of students.

VIRTUAL LEARNING ETIQUETTE

Users are expected to act in a responsible, ethical, and legal manner in accordance with district policy, accepted rules of network etiquette, and federal and state law. Specifically, **the following uses are strictly prohibited:**

- Facilitating illegal activity.
- Commercial or for-profit purposes.
- Non-work or non-school related work.
- Product advertisement or political lobbying.
- Bullying/Cyberbullying.
- Hate mail, discriminatory remarks, and offensive or inflammatory communication.
- Unauthorized or illegal installation, distribution, reproduction, or use of copyrighted materials.
- Accessing, sending, receiving, transferring, viewing, sharing or downloading obscene, pornographic, lewd, or otherwise illegal materials, images, or photographs.
- Access by students and minors to material that is harmful to minors or is determined inappropriate for minors in accordance with Board policy.
- Inappropriate language or profanity.
- Transmission of material likely to be offensive or objectionable to recipients.
- Intentional obtaining or modifying of files, passwords, and data belonging to other users.
- Impersonation of another user, anonymity, and pseudonyms.
- Fraudulent copying, communications, or modification of materials in violation of copyright laws.
- Loading or using unauthorized games, programs, files, or other electronic media.
- Disruption of the work of other users.
- Destruction, modification, abuse, or unauthorized access to network hardware, software, and files.
- Accessing the Internet, district computers, or other network resources without authorization.
- Disabling or bypassing the Internet blocking/filtering software without authorization.
- Accessing, sending, transferring, viewing, sharing, or downloading confidential information without authorization.

Failure to comply with this policy or inappropriate use of the Internet, district network, or computers shall result in usage restrictions, loss of access privileges, disciplinary action, and/or legal proceedings.

GUIDELINES & EXPECTATIONS

Clairton City School District is unable to control who may be in the room at times when students are participating in online learning when not in school. Such persons may include family members, individuals living with families, and others in the students' households. Therefore, please review and implement the following guidelines and expectations to **ensure the confidentiality rights of students and staff are protected during virtual session(s):**

1. **At no time** is a student, parent/guardian, or family member present during a virtual session or meeting **permitted to take pictures, screenshots, or recordings of the content, activities, or communications that are conveyed via live services**. This is a violation of the Acceptable Use of Internet, Computers, and Network Resources Policy.
2. Parents/guardians shall make every effort to ensure that **no one other than their child**, who is scheduled to participate in the virtual, can see or hear the session(s).
3. If parents/guardians or other adult facilitators are necessary to enable student participation in virtual instruction, the individual(s) assisting the student(s) **shall not**

disclose any personally identifiable information about the student(s) in the session(s).

4. Virtual group instruction will continue as scheduled even if technologies used by any student(s) malfunctions.
5. There shall be no expectation of group, virtual experiences to be repeated for any student(s) who were either absent or could not fully participate at the time the instruction was delivered.

Artificial Intelligence

The district recognizes the potential that Generative Artificial Intelligence (Generative AI) offers in enhancing educational opportunities, streamlining operations and preparing students for a future that demands adaptability, critical thinking and digital literacy. When incorporated and used in a responsible and ethical manner, Generative AI can support a dynamic working and learning experience.

CRISIS GO

The district has partnered with Crisis Go for an online safety platform to alert and communicate with staff and families during an emergency. The system delivers an easy and effective solution to ensure everyone is notified and aware everyone is safe in our school. More information will be provided to families as to how to download the app and sign up for alerts.



DISCIPLINARY CONSEQUENCES FOR TECHNOLOGY VIOLATIONS

The following protocol will be employed for non-compliant students:

- **LEVEL I OFFENSE** (Reports to Administration)
 1. Administration will contact parent/guardian with a student warning.
 2. Student and parent/guardian will sign acknowledgement of offense and understanding that further offenses may result in involvement of law enforcement agreement.
- **LEVEL II OFFENSE** (Evidence of Minor Violations/Repeat Offenders)
 1. Administration will contact the parent/guardian of the student violating the policy.
 2. A meeting with the student, parent/guardian, administration, school counselor, and teachers will be held to determine disciplinary action.
 3. Temporary restriction of Internet, computer, and network use.
 4. (If first and only violation) Student and parent/guardian will sign acknowledgement of offense and understanding that further offenses may result in involvement of law enforcement agreement.
 5. Participate in an online safety course.
- * **LEVEL III OFFENSE** (Evidence of Major Violations/Repeat Offenders/Repeated)
 1. Administration will contact the parent/guardian of the student violating the policy.
 2. Administration will inform the parent(s)/guardian(s) that authorities/law enforcement will or already have been contacted.
 3. Administration will contact authorities/law enforcement with details and evidence of student violation.

4. A meeting with the student, parent/guardian, administration, school counselor, and teachers will be held to determine if suspension or expulsion is necessary.
5. According to the nature of the offense, the student may be referred to the Threat Assessment Team and/or the Student Assistance Program.

CONFERENCE DAYS

Two Parent Conference Days will be held during the school years. One per each semester of the school year. These meetings provide an opportunity for families to speak with teachers about their child's academic successes, challenges, and barriers to learning.

DEBTS, FINES, AND OBLIGATIONS

Students are responsible for the proper care and the return of all school district property, materials, equipment, and fund-raising monies.

Students who damage school property and equipment or fail to return school property will be required to pay for the damage incurred and will be disciplined. If a textbook or district-provided electronic device is damaged or lost, reimbursement will be made in order for the district to purchase a replacement.

All student debts, fines, and obligations must be cleared prior to the end of each nine week period, prior to the opening day of final examinations, or prior to student withdrawal.

Failure to resolve any obligation may result in the restriction of school-related activities, distribution of report cards, release of transcripts, and letters of recommendation until such obligations are cleared. Seniors who owe debts and other obligations to the school will not be issued their caps and gowns and will not be permitted to participate in the Graduation Ceremony until all obligations are met, even from previous years.

DISMISSAL

Student dismissal begins at 2:43 p.m. Students are to walk immediately home from school or be picked up in a timely manner. In order to ensure student safety, consistent dismissal arrangements need to be in place. In the event of an unforeseen circumstance, changes can be made via telephone when an emergency arises and an administrator can verify communication with a parent/guardian.

EARLY RELEASE

Parent(s)/Guardian(s) should send **a written note for an early dismissal** to the respective building office. The note must be written by the parent/guardian and include:

- Time of release and reason for release
- Mode of transportation home (walking, being picked up, etc.)
- Current telephone number to verify release with the parent/guardian

If a written note for prior approval is not submitted, parents/guardians may come to the school to pick up the student. In the event of an unforeseen circumstance, approval via telephone may be granted by an Administrator. Please remember, a valid photo ID must be presented when picking up a child.

- Early release from school prior to 11:30 a.m. or reporting to school after 11:30 a.m. **may preclude student's participation in extracurricular activities** for that day.

ENTRANCE PROCEDURES

Providing a safe school environment which is conducive for learning is paramount. The following safety measures are in place for the safety of all who enter the building. These preventative measures include Security Guards, Metal Detectors, Visitor Identification System, Scheduled Drills and Evacuation exercises, Child Safety Alarms on Exteriors Doors, and Security Cameras inside and outside the Building.

Metal Detectors

- **All students, family members, visitors, vendors, or any other individuals** who enter the MS/HS will be required to enter the Metal Detector and be vetted for the safety protocols.
- **All individuals** who beep will be subject to wand and other safety protocols.
- **All individuals** who continue to beep or do not comply with the safety protocols will not be permitted to enter the building.

Visitor Identification

- **All visitors** who do not provide proper identification will **not** be permitted to enter the MS/HS.

EMERGENCY SCHOOL CLOSINGS & DELAYS

Sometimes conditions arise which force the closing or delay of school. If this occurs in the morning before school begins, the automated phone dialer will be activated to call the home of every student and staff to alert everyone as early as possible once the decision is made. An email blast will also go out to all families who have provided one to the district. Announcements will be made by television stations:

- Channel 11 (WPXI)
- Channel 4 (WTAE)
- Channel 2 (KDKA).

Additionally, announcements may be made by radio station 1020 (KDKA). Closings are also listed on the Clairton website and social media, as well as the following web sites:

- <https://www.wtae.com/weather/closings>
- <https://www.wpxi.com/weather/school-closings/>
- <https://www.cbsnews.com/pittsburgh/school-closings/>

Occasionally, severe weather conditions or other problems may be serious enough to necessitate the closing of school during the day to justify sending the students home early. If this happens, announcements will be made via television, radio, social media or the websites listed above and through the district's automated phone dialer.

EMERGENCY EVACUATION PLAN

Planned evacuation drills are held at least once each year. In the event of an evacuation of the Clairton Education Center is needed, multiple options are available depending on the necessity and/or logistics of the situation.

As soon as feasibly possible, family members will be alerted of the evacuation via the district's automated phone dialer. Alerts will also be posted on the Clairton Facebook page. Please consider liking the page in order to receive up-to-date information.

Once an "All-Clear" has been issued, students will return to the Clairton Education Center. In the event that it is necessary to release children to their parents/guardians, the following procedure shall be used:

- All vehicular traffic will be blocked in the area surrounding the evacuation locations. This is to assure the safety of our students and staff who will be moving in a small, confined area. Family members must park in the surrounding blocks and walk to the respective evacuation location(s).
- **No student will be released via a telephone call unless there are extenuating circumstances. In these rare circumstances, written permission by an administrator will be required which will document details of the phone call.**
- To maintain the safety of all when releasing students, family members must pre-approve any individual who is authorized to remove the student from the evacuation location(s). This form is completed during enrollment and at the beginning of each subsequent year as part of Student Information Day.
- Individuals are not permitted to take the children of friends, neighbors or relatives unless the name appears on the pre-approved form. **Children will only be released to adults listed on the child's Student Evacuation/Pick-up Form.**
- Individuals who are authorized to pick-up your child may be asked to show a Photo ID, especially if the staff member present doesn't know or recognize the individual.
- When asking for the release of a student, proceed to the location in which the child is housed. An area will be set up to release each child. If children are of different grade levels and housed in different buildings, you must go to each separate building to secure the release of each child.
- Students not released will remain with school staff until the parent/guardian can be contacted.

FAMILY EDUCATIONAL RIGHTS & PRIVACY ACT (FERPA)

The *Family Educational Rights and Privacy Act* (FERPA) (20 U.S.C. § 1232g; 34 CFR Part 99) is a Federal law that protects the privacy of student education records. The law applies to all schools that receive funds under an applicable program of the U.S. Department of Education.

FERPA gives parents certain rights with respect to their children's education records. These rights transfer to the student when he or she reaches the age of 18 or attends a school beyond the high school level. Students to whom the rights have transferred are "eligible students."

- Parents or eligible students have the right to inspect and review the student's education records maintained by the school. Schools are not required to provide copies of records unless, for reasons such as great distance, it is impossible for parents or eligible students to review the records. Schools may charge a fee for copies.
- Parents or eligible students have the right to request that a school correct records which they believe to be inaccurate or misleading. If the school decides not to amend the record, the parent or eligible student then has the right to a formal hearing. After the hearing, if the school still decides not to amend the record, the parent or eligible student has the right to place a statement with the record setting forth his or her view about the contested information.

- Generally, schools must have written permission from the parent or eligible student in order to release any information from a student's education record. However, FERPA allows schools to disclose those records, without consent, to the following parties or under the following conditions (34 CFR § 99.31):
 - School officials with legitimate educational interest;
 - Other schools to which a student is transferring;
 - Specified officials for audit or evaluation purposes;
 - Appropriate parties in connection with financial aid to a student;
 - Organizations conducting certain studies for or on behalf of the school;
 - Accrediting organizations;
 - To comply with a judicial order or lawfully issued subpoena;
 - Appropriate officials in cases of health and safety emergencies; and
 - State and local authorities, within a juvenile justice system, pursuant to specific State law.
-

Schools may disclose, without consent, "directory" information such as a student's name, address, telephone number, date and place of birth, honors and awards, and dates of attendance. However, schools must tell parents and eligible students about directory information and allow parents and eligible students a reasonable amount of time to request that the school not disclose directory information about them. Schools must notify parents and eligible students annually of their rights under FERPA. The actual means of notification (special letter, inclusion in a PTA bulletin, student handbook, or newspaper article) is left to the discretion of each school.

*For additional information, you may call **1-800-USA-LEARN** (1-800-872-5327) (voice). Individuals who use TDD may call 1-800-437-0833. You may also contact us at the following address: **Family Policy Compliance Office - U.S. Department of Education**
400 Maryland Avenue, SW
Washington, D.C. 20202-8520*

FIRE DRILLS

Fire drills are held at least once a month. Fire exits are indicated in each room and there is an assigned route for leaving the building. The rules for such drills are very stringent and must be observed by all students. It is important that class groups stay together to enable teachers to check rosters. Students who fail to comply with emergency procedures will face consequences through the discipline policy.

FLAG SALUTE & PLEDGE OF ALLEGIANCE

It is the responsibility of every citizen to show proper respect for his/her country and its flag. Students may decline to recite the Pledge of Allegiance and may refrain from saluting the flag on the basis of personal belief or religious convictions. Students who choose to refrain from such participation shall respect the rights and interests of classmates who do wish to participate. **Students who wish to refrain from such participation shall remain respectfully silent through the flag salute and the Pledge of Allegiance.**

HEALTH SERVICES

ASTHMA CARE

Duquesne University Center and the Pediatric Alliance, LLC will provide free asthma and BMI screenings for all students who attend special events held at the school, Information Day, Open

House etc. Duquesne University will be educating students who have been previously diagnosed with asthma through their Asthma Education Program throughout the school year.

EMERGENCY HEALTH SERVICES

The nurse maintains school office hours to handle first aid and emergency care for all students. Parents/guardians are encouraged to report any new health problem to the school nurse as soon as possible. Certain information may be shared with other staff members when the nurse deems it necessary for the health and safety of the student. This especially applies to life-threatening allergies and medical conditions, as well as any dietary restrictions or considerations. Otherwise, information shared with the school nurse will be considered confidential and maintained in the nurse's office.

HEALTH SCREENINGS

The Clairton City School District's Health Services Program supports each student's academic success by promoting health in the school setting. One way that we provide care for your child is by performing health screenings as mandated by the state of Pennsylvania. During the school year, the following screenings will be required or completed at school:

- **Vision** - Distance and near vision acuity for all students in K-12th grade. Color perception screening is done on all Kindergarten students.
- **Hearing** - Screening for all students in Kindergarten, grades 7, 11 and special education students.
- **Scoliosis** - Spinal curvature screening for all students in grades 6-7.
- **Physical Exam** - A physical examination is required for all students entering grades 6 and 11.
- **Dental Exam** - A dental exam is required for all students entering grade 7.

A letter will be sent home if there are any findings on any of the screenings done at school that would cause concern or need medical follow-up. If you have any questions or concerns, please call the Health Nurse at 412-233-9200, extension 1124.

HOMEBOUND INSTRUCTION

Homebound Instruction can be provided for a student who will be absent for an extended period of time [two weeks or longer.] It is limited to five hours of instruction per week. It can also be planned in advance in situations in which a physician will verify the need following surgery, an accident, an extended illness, etc. Homebound instruction is NOT a standard placement option for special education students. In the case of a special education student, the Supervisor of Special Education must be notified by the school nurse. Coordination for Homebound Instruction begins with having the Physician's Statement for Homebound Instruction completed and returned to the Health Office.

IMMUNIZATIONS

Under the Pennsylvania state health regulations, for attendance in all grades, children need the following immunizations:

- 4 doses of tetanus, diphtheria, acellular pertussis
- 4 doses of polio
- 2 doses of measles, mumps, rubella
- 3 doses of hepatitis B
- 2 doses of varicella (chickenpox) or evidence of immunity

LICE TREATMENT

In accordance with school policy, the school nurse will examine the head of any child suspected of having a live lice infestation. If lice and / or nits are present, the parent or guardian will be notified that treatment is needed and the student will be sent home. Children returning to school

after treatment must be accompanied by a parent or guardian and brought to the Health Office. The School Nurse will need to verify the type of treatment and also examine the child for absence of live lice prior to entering the classroom. Please see the district website for more detailed information on our policy and resources available.

MEDICAL FORMS

Copies of all the necessary medical forms are available in the Health Office, or on the district website - <https://www.ccsdbears.org/departments/health-office>

- Administration of Daily Medication at School
- Administration of Single Medication at School
- Dental Health Record
- Field Trip Medical Permission Form
- Physical Examination
- Physician's Statement for Homebound Instruction

MEDICATION POLICY

In accordance with school policy, medication(s) should be given at home, before and/or after school. This pertains to medication taken on a regular basis, as well as those needed due to a short-term illness. When it is not possible for medication(s) to be given at home, prior to bringing the medication to school, each student must provide the Health Office with a Medication Administration Consent Form signed by the parent/guardian and include a Medication Order from a licensed physician, dentist, CRNP or PA.

NOTE: Prescription medication must be brought to the school by the parent / guardian in the original prescription container from a pharmacy. Over-the-counter medications must be brought to the school by the parent / guardian in the manufacturer's original packaging.

RONALD MCDONALD MOBILE CARE VAN

Children and adults up to 26-years-of-age are able to receive many free health services at the Ronald McDonald Mobile Care Van. Each vehicle includes a reception area, two patient examination rooms, a laboratory, and a medical records area.

Services are typically provided on the 1st Monday of the month from 9:30 a.m. to 2:30 p.m. in the parking lot of the Family Dollar. Please be sure to email the Ronald McDonald Mobile Care Van at Caremobil@chp.edu with any questions. Confirm the monthly schedule here: <https://www.chp.edu/our-services/mobile-medical-clinic/schedule>.

SMILE PROGRAM

Clairton City School District has partnered with the Smile Dentists Program in Pennsylvania to provide a free, in-school mobile dental program. The program is assigned to address today's dental crisis and keep children healthy. The innovative model offers state of the art dental care to students in the comfortable and familiar surroundings of their school. It is also easy and convenient for families and is provided at no cost to students eligible for Medicaid or CHIP.

Many children sadly find themselves without affordable access to dental care. The program uses the latest technology in portable equipment, bringing no-cost dental services directly to our school. We use our network of locally licensed dentists, hygienists, and assistants to provide high quality care to our students, which sets up a mini dental clinic directly in the school. Students can receive:

- Complete Oral Exam
- Cleaning
- Fluoride Treatment
- Sealants
- X-Rays

- Fillings
- Simple Extractions

VISION TO LEARN

This is a non-profit organization that offers free eye exams to students. Students who fail their school screening will receive a comprehensive eye exam and a free pair of glasses every two years. They also offer free replacements for up to a year if they are lost or broken.

IDENTIFICATION CARDS

Photo identification (I.D.) cards will be issued to all students at the beginning of each school year.

LOCKERS

Students will be assigned a locker for use during the school year. Lockers are to be kept clean. Periodic locker checks may be made by the homeroom teacher or an administrator. Students are responsible for all items contained in their assigned locker.

Money and/or other valuables should not be brought to school. If it is necessary to bring valuables to school, they should not be left in lockers. **The school is not responsible for articles that are lost, misplaced, or stolen.**

Lockers are the property of the school district. Students should not assume that they enjoy complete privacy. The administration has the right to inspect a locker or other student possessions at any time when an administrator has a reason to believe that a locker or possession may contain something harmful or illegal. This search may be for the purpose of determining whether the locker is being improperly used for the storage of contraband, a substance or object the possession of which is illegal, or any material that poses a hazard to the safety and good order of the school.

THREAT ASSESSMENT TEAM

Pennsylvanians are concerned about the safety and security of the students, staff, and community members who enter school buildings on a daily basis. The question is, “How do we keep our schools safe?”

In June of 2019, legislation was enacted to assist schools in creating safer environments. One of the acts, Article XIII-E, Threat Assessment was added to the Pennsylvania School Code.

The law states that each school entity shall establish at least one threat assessment team. In accordance with the legislation, the School Safety and Security Committee (SSSC), Pennsylvania Commission on Crime and Delinquency (PCCD), and key stakeholders from across Pennsylvania developed model procedures and guidance materials to help local schools establish and operate threat assessment teams.

Threat assessment is a fact-based process for the assessment of and intervention with students whose behaviors may indicate a threat to the safety of the student, other students, school employees, school facilities, the community, or others. Threat assessment is a prevention strategy.

- School communities work together to identify student threats before they become acts of violence.
- Schools have systems in place to process information.
- Students receive assistance through early identification.

TITLE IX

The Clairton City School District is an equal opportunity educational institution and will not discriminate on the basis of race, color, natural origin, religion, sex, handicap, or limited English proficiency in its activities, opportunities or employment practices, as required by the PA Human Relations Act, Title IX, and Section 504. For information regarding Civil Rights or grievance procedures, contact Dr. Tamara Allen-Thomas Title IX and 504 Coordinator at the Administration Building located at 501 Mitchell Avenue, Clairton, Pa 15025. The contact information is as follows 412.233.9200 x 2201. The Pa Human Relations Commission website is www.phrc.pa.gov.

TRANSPORTATION

Pennsylvania law does not require a school district to provide transportation to its students. Clairton City School District is a walking school district. Transportation is only provided when required by a student's individualized education program (IEP) or Section 504 Service Agreement. The Special Education Department is in charge of the development of safe pupil transportation. We ensure this occurs by following District policies as well as the Pennsylvania Department of Education's guidelines for pupil transportation. Bus stops are community gathering areas located in the safest areas possible. It is the responsibility of the parents/guardians to get their student(s) to and from the bus stop, both in the morning and afternoon. Please be advised that all buses are equipped with audio and video monitoring. Please refer to the District Policy for additional information: [Transportation McKinney Vento](#)

VISITORS

To ensure the safety of all children, all visitors, including parents/guardians, must go through the metal detectors before reporting to the Security Desk at either building entrance.

All visitors will be required to present a valid Driver's License or state-issued Photo ID upon entry. An instant background check will be run on the ID before entry will be permitted.

Once the background check has cleared, a visitor's pass will be printed. Visitors must wear the pass at all times while in the building.

Administration has the right to refuse admittance to any person. **All visitors will be escorted to and from their locations.** If a parent/guardian requests a conference with a teacher, counselor, or a principal an appointment must typically be made in advance.

It is strongly recommended and encouraged that appointments are established when possible.

WORK PERMITS

The state law requires each student seeking employment (ages 14 to 17) to obtain a certificate for employment from the school district. Work permits are available in the High School Counseling Office Monday thru Friday from 2:50 to 3:30 pm on school days or by appointment during the summer months. The student must be accompanied by an adult/guardian with an original birth certificate in order to complete the work permit application. The adult/guardian will be required to provide a driver's license or photo identification. Please call 412.233.9200 x 1256 for additional information or to make an appointment.

Please understand the administration may revoke the work permit and contact the employer.

SECTION 2: TITLE I COMPACT FOR SCHOOL, FAMILIES & STUDENTS

The Clairton MS/HS School and the families of the students participating in activities, services, and programs funded by Title I-A of the Elementary and Secondary Education Act (ESEA), agree that this compact outlines how the families, the entire school staff, and the students will share the responsibility for improved student academic achievement and build a partnership that will help children achieve the State's rigorous standards (ESSA, Section 1116(d)). This compact was reviewed on 5/21/24 and was updated with input by families. It goes into effect for the 2024-2025 school year.



REQUIRED SCHOOL-FAMILY COMPACT PROVISIONS

SCHOOL RESPONSIBILITIES - Clairton MS/HS School will:

- Provide high-quality curriculum and instruction in a supportive and effective learning environment that enables the participating children to meet the State academic standards.
- Offer high quality professional development for teachers and staff
- Align curriculum to the State's standards
- Implement a school-wide positive behavior support program
- Hold student conferences and informational opportunities during which this compact will be discussed as it relates to the individual child's achievement:

Information Day	August 14	10:00 AM - 1:00 p.m.	K-12 th
Open House	September 10	5:00 p.m. – 7:00 p.m.	6 th -12 th
	September 11	5:00 p.m. – 7:00 p.m.	K-5 th
Conference Days	November 12	1:30 p.m. – 6:00 p.m.	6 th -12 th
	November 13	1:30 p.m. – 6:00 p.m.	K-5 th
	February 12	11:00 a.m. – 3:00 p.m.	K-12 th
	February 12	4:30 p.m. – 7:00 p.m.	K-12 th

- Provide families with frequent reports on their children's progress:

Progress Reports	September 26	February 25
	December 4	May 6
Report Cards	November 5	April 9
	January 27	June 5
Online Gradebook	24/7 Access via web-based gradebook program https://tinyurl.com/2c3cwh3n Logins provided on above dates or call 412.945.3700	



- Provide families reasonable access to staff:

Scheduled Events	Student Conference Days	Open
House		
Scheduled Meetings	7:30 – 7:50 a.m. / 3:00 – 3:30 p.m	
Teacher Prep		
Via Phone, Email	mshs.ccsdbears.org/staff-directory	
- Provide families opportunities to volunteer and participate in their child's class, and to observe classroom activities in some of the following ways.

Field Trip Chaperones	Annual Events	Classroom Events
Guest Readers	Academic Tutor	Interest Group Sponsor
- Volunteer Requirements/Clearance Information: <https://tinyurl.com/yp4vaark>



ADDITIONAL SCHOOL RESPONSIBILITIES

Involve families in the planning, review, and improvement of the school's family engagement policy and joint development of any school-wide plan.

Hold an annual meeting to inform families of the school's participation in Title I, Part A programs, and to explain the Title I, Part A requirements, and the right of families to be involved in Title I, Part A programs and also Title II and IV.

Provide opportunities for regular meetings where families can formulate suggestions and to participate, as appropriate, in decisions about the education of their children.

Provide information to parents in an understandable and uniform format, including alternative formats upon the request of families with disabilities, and, to the extent practicable, in a language families can understand.

Distribute individual student reports about the child's performance on the PSSA State Assessments in English Language Arts (grades 3-4-5), Mathematics (grades 3-4-5), and Science (grade 4).

Notify families within a timely manner if their child has been assigned to or taught for four (4) or more consecutive weeks by a teacher who is not highly qualified within the meaning of the term in section 200.56 of the Title I Final Regulations (67 Fed. Reg. 71710, December 2, 2002).

FAMILY RESPONSIBILITIES - Families will support children's learning in the following ways:

- Monitor attendance
Make sure my child arrives at school on time – Breakfast @ 7:35 a.m.; Homeroom @ 7:50 a.m.
Provide documentation for absences within 5 days for an absence to be excused.
Contact the MS/HS Office for absences that exceed 10 days each year.
- Review grades on a regular basis
Ask your child about daily classwork, assignments and tests.
Contact your child's teacher with questions.
Check grades using the online gradebook and view academic progress.
- Volunteer whenever possible
Attend school events regularly.
Serve on planning teams such as the A-TSI School Improvement and the Better Together Organization.
- Participate, as appropriate, in decisions relating to my children's education
Remain in contact with your child's teachers.
Attend Student Conferences and other school meetings.
Stay informed about my child's education and communicate with the school.
Promptly read all notices sent home with my child or those received by mail.
- Communicate with the school regularly
Respond to notices as appropriate.
Visit the district website frequently.
Follow the district on social media, if possible.

Update records by sharing updated phone numbers, home address and/or email address.

STUDENT - Students will share the responsibility to improve our academic achievement and attain the State's rigorous standards in the following ways:

- Attend school daily and be on time each and every day.
- Actively participate in the classroom.
- Follow the Code of Student Conduct by being a B.E.A.R.S. Leader.
- Bring home all school notices to a family member.
- Attend Clairton Achieves if extra help is needed or work needs made up.
- Complete assignments and homework asking for help when needed.
- Read outside of school each day.
- Be respectful to all teachers and staff members.
- Be a buddy, not a bully to classmates: Be kind to others; Help, not hurt; Include others; Stand up to bullies.



The Clairton City School District and the families of the students participating in activities, services, and programs funded by Title I-A of the Elementary and Secondary Education Act (ESEA), agree that this compact outline how the families, the entire school staff, and the students will share the responsibility for improved student academic achievement and build a partnership that will help children achieve the State's rigorous standards (ESSA, Section 1116(d)).

REQUIRED SCHOOL-FAMILY COMPACT PROVISIONS

SCHOOL RESPONSIBILITIES - The Clairton MS / HS School will:

- Provide high-quality curriculum and instruction in a supportive and effective learning environment that enables the participating children to meet the State academic standards.
- Offer high quality professional development for teachers and staff
- Align curriculum to the State's standards
- Implement a district-wide positive behavior support program
- Hold parent-teacher conferences and informational opportunities during which this compact will be discussed as it relates to the individual child's achievement.

ADDITIONAL SCHOOL RESPONSIBILITIES

Involve families in the planning, review, and improvement of the school's family engagement policy and joint development of any school-wide plan.

Hold an annual meeting to inform families of the school's participation in Title I, Part A programs, and to explain the Title I, Part A requirements, and the right of families to be involved in Title I, Part A programs and also Title II and IV.

Provide opportunities for regular meetings where families can formulate suggestions and to participate, as appropriate, in decisions about the education of their children.

Provide information to parents in an understandable and uniform format, including alternative formats upon the request of families with disabilities, and, to the extent practicable, in a language family can understand.

Distribute individual student reports about the child's performance on the PSSA State Assessments in English Language Arts (grades 6, 7, 8), Mathematics (grades 6, 7, 8), and Science (grade 8). Distribute High School Keystone State Assessment in grades 9, 10 and 11.

Notify families within a timely manner if their child has been assigned to or taught for four (4) or more consecutive weeks by a teacher who is not highly qualified within the meaning of the term in section 200.56 of the Title I Final Regulations (67 Fed. Reg. 71710, December 2, 2002).

CLAIRTON MIDDLE/HIGH SCHOOL

Title I Family Engagement Policy



The Clairton City School District and the families of the students participating in activities, services, and programs funded by Title I-A of the Elementary and Secondary Education Act (ESSA), agree that this compact outlines how the families, the entire school staff, and the students will share the responsibility for improved student academic achievement and build a partnership that will help children achieve the State's rigorous standards. This policy was reviewed at the annual meeting on 5/21/24 and updated with input by families. It goes into effect for the 2024-2025 school year.

Clairton Middle/School School is committed to family engagement as an ongoing partnership. Our staff will assist families in meeting their obligation as their child's first teacher, promote communication between home and school, and support families as leaders and decision makers at all levels of the education of their children.

We invite families to annual Federal Programs Meetings where the educational program and the rights of families are explained. Various meetings, events and/or workshops are held throughout the year. Planning sessions are held to develop other programs with input from family members.

Student Information Day, Open House, Fall/Spring meetings, Student Conferences, as well as special events will provide families with timely information regarding the Title I, II and IV programs, as well as the use of ESSER funds. Information will include, but is not limited to curriculum, academic standards, and assessments utilized by the district to measure student progress. When students require special adaptations to their program at school, Title I support can be coordinated with the family and teachers to meet the needs of the individual student.

The school will keep families informed of their rights and responsibilities as an educational partner including opportunities to formulate suggestions regarding the Title I program. Whole school and individual student achievement will be shared with families in a clear, concise and easy to understand manner during meetings, conferences and reports sent home.

Families will provide input in the planning, review and improvement of the Title I, II & IV programs, Schoolwide Plan, as well as ESSER Funds through meetings held during the school year. Families will be involved in the planning, review of improvement of the school's Family Engagement Policy yearly. If families require transportation assistance in order to attend Federal Programs functions, the school may provide transportation as deemed necessary through the Title I program. Some meetings will have activities for grade-specific students, such as the Financial Aid Night for seniors.

Section 3: Academic Information / Guidance

- o Assessment Calendar
- o Class Rank
- o Grading Criteria
- o Grading Scale
- o Grading Policy
- o Graduation Requirements
 - o High School Requirements
 - o Proficiency
 - Additional Notes
- o Assessment of Student Progress
- o Credit Recovery Policy
- o Honor roll
- o Promotion
 - o Elementary Grades K-5 Requirements
 - o Grades 6,7 & 8 Requirements
- o Reports to Parents
 - o Report Cards
 - o Progress Reports
 - o Attendance Letters
- o Transcripts



ASSESSMENT CALENDAR 2025-2026

Winter Keystone Exam

December 3, 4, 8, 9, 10 & 11

Spring Keystone Exams

May 11, 12, 13, 14, 18 & 19

Middle School PSSA

April 21, 22, 23, 28, 29, 30 & May 1

CLASS RANK

A student's class rank is determined by using his/her total quality points, beginning with the freshman grade year. Any two (2) or more students whose computed grade point averages are identical will be given the same rank. The rank of the student who immediately follows a tied position will be determined by the number of students preceding him/her and not by the rank of that person. The class ranking criteria determines who will be the Valedictorian(s) and Salutatorian(s) of the Senior Class.

GRADING CRITERIA

Reporting pupil progress is very important to the parents, faculty and administration of Clairton City School District. Student report cards are distributed quarterly and show a letter grade and a percentage grade that reflect student achievement for each subject in which the student is enrolled. Progress Reports are distributed between the quarterly report cards to alert families if a student is not performing at a satisfactory level.

Letter Grade	Percentage	G.P.A.	G.P.A. based on %
A	100% - 90%	4.0	3.50 – 4.00
B	89% - 80%	3.0	2.60 – 3.00
C	79% - 70%	2.0	1.50 – 2.59
D	69% - 60%	1.0	0.76 – 1.49
F	59% - 50%	0.0	0.00 – 0.75

There are four (4) 45-day grading periods for the school year. Grading period grades will be based on the student's earned percentage grade. The percentage number earned will be reported and averaged. Class rank will be based on the adjusted quality point average (Q.P.A.)

CCSD POLICY NO. 213 ASSESSMENT OF STUDENT PROGRESS can be accessed at:

<http://go.boarddocs.com/pa/clai/Board.nsf/goto?open&id=9P37UR1B4359>

WEIGHTING OF GRADES

Final grades for progress reports and report cards are made up of a variety of scores from assessments, quizzes, classwork and participation. Grades are weighted for each category consistently and also follow a set number of minimum assignments.

Category	Weight	Minimum # Per Quarter	Possible Examples
Assessments	40%	3	Tests, Essays, Projects, Presentations
Quizzes	20%	6	10 Questions or Less
Classwork	30%	15	Independent Practice, Group Work
Participation	10%	20	Homework, Starters, Exit Tickets

GRADUATION REQUIREMENTS

To receive a diploma from Clairton High School students must meet the state minimum requirements of earning twenty-five and one-half (25.5) credits. In order to obtain credit for a course, a student must receive a passing grade. The 25.5 credits will be comprised of the following:

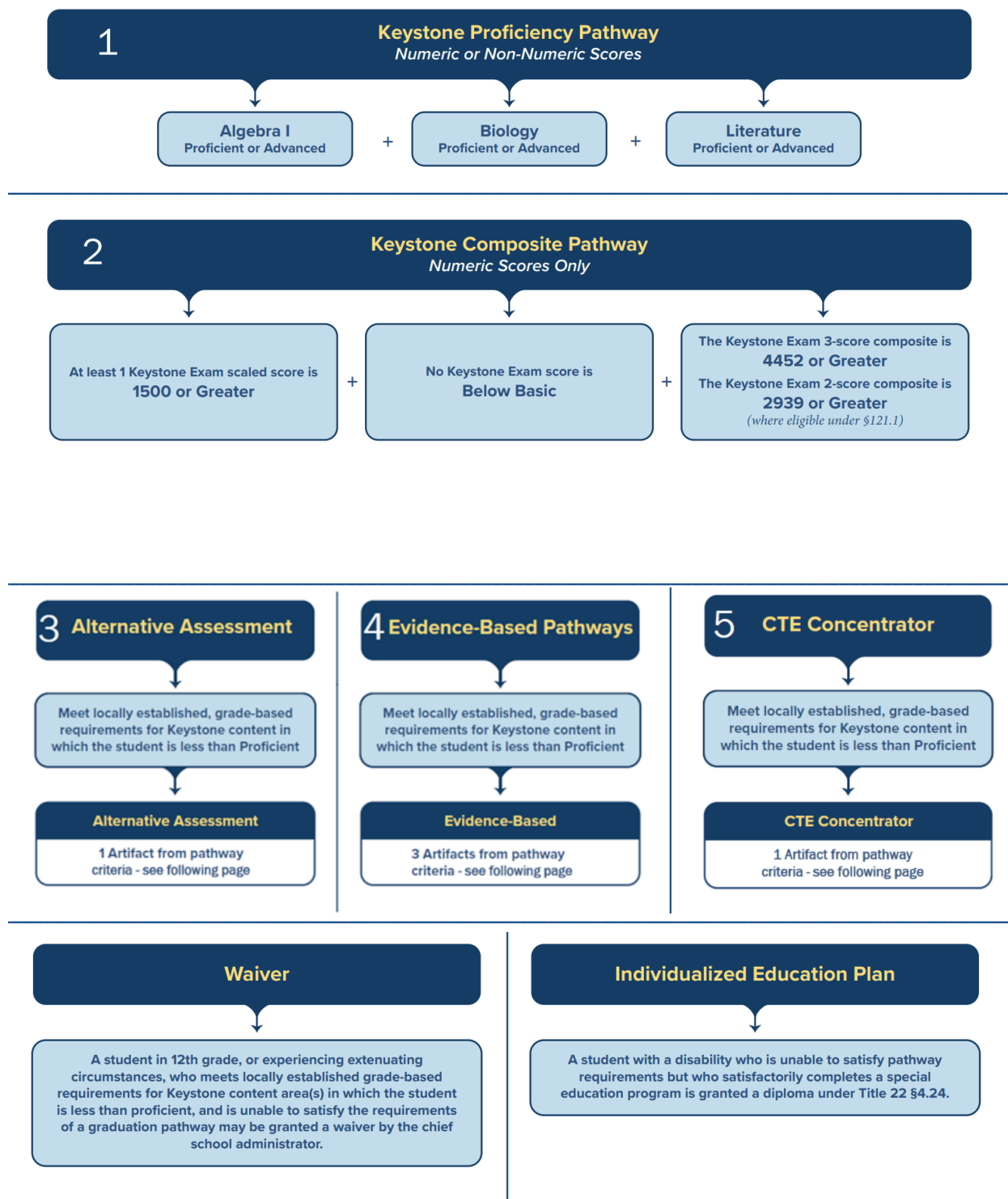
English, 4 credits
Mathematics, 4 credits
Science, 4 credits
Social Studies, 4 credits
Health, ½ credit

Fine Arts, 2 credits
Physical Education, 2 credits
Career Exploration, ½ credit
Career and College Planning, ½ credit
Electives, 4 credits

Total Minimum: 25 ½ credits

All students must meet proficiency requirements as evidenced by a score of Advanced or Proficient on the end of course Keystone Exams.

Pennsylvania's 5 Pathways to Graduation



Criteria for Pathways 3, 4, & 5

3 Alternative Assessment	4 Evidence-Based	5 CTE Concentrator
1 Artifact	3 Artifacts consistent w/student goals <u>ONE or more</u> from Section One <u>No more than TWO</u> from Section Two	1 Artifact
Attainment of one alternative assessment score or better: ACT (21), ASVAB AFQT (31), PSAT/NMSQT (970), or SAT (1010) Attainment of Gold Level or better on ACT WorkKeys Attainment of 3 or better on AP Exam(s) related to each Keystone content area in which less than Proficient Attainment of 4 or better on IB Exam(s) related to each Keystone content area in which less than Proficient Successful completion of concurrent enrollment course(s) related to each Keystone content area in which less than Proficient Successful completion of a pre-apprenticeship program	Section 1 Attainment of 630 or better on any SAT Subject Test Attainment of Silver Level or better on ACT WorkKeys Attainment of 3 or better on any AP Exam Attainment of 3 or better on any IB Exam Successful completion of any concurrent enrollment or postsecondary course Industry-recognized credentialization Acceptance into accredited, non-profit Institution of Higher Education (IHE) for college-level coursework in an other-than-4yr program	Industry-based competency certification Likelihood of industry-based competency assessment success Readiness for continued engagement in Career Technical Education (CTE) Concentrator program of study
Acceptance into accredited, non-profit Institution of Higher Education (IHE) 4yr program for college-level coursework	Section 2 Attainment of Proficient or Advanced on any Keystone Exam Successful completion of a service-learning project Letter guaranteeing full-time employment or military enlistment Completion of an internship, externship, or cooperative education program Compliance with NCAA Division II academic requirements	

MIDDLE / HIGH SCHOOL REQUIREMENTS

Middle School

In order for a Middle School student to be promoted, s/he must successfully complete at least 4 units offered in each grade. Unit values are listed next to each course below.

Grades 6, 7 and 8 Units

COURSES	UNITS
English Language Arts	2
Mathematics	2
Social Studies	1
Science	1

High School

High School students do not “fail a grade level” or fail to be “promoted” due to failing one or more classes. High School students earn academic credits; meaning, it is recommended that students shall earn the following credits to meet or exceed the Clairton City School District Graduation Requirements:

The start of:

Grade 10	6.5 credits
Grade 11	12 credits
Grade 12	<u>19 credits</u>
Graduation	25.5 credits

All students are required to pass English and Physical Education in each of their high school years. English courses must be taken in the proper sequence beginning with 9th grade. Students who fail a course will be expected to attend credit recovery approved by the high school counselor to make up the deficient or lost credit. Those who do not register for credit recovery or successfully complete credit recovery will be required to repeat the course failed. Students will not be allowed to schedule more than one required English or Physical Education class in any school year. Doubling up English or Physical Education classes is not permitted.

Commencement

SENIORS WHO DO NOT MEET ALL GRADUATION REQUIREMENTS WILL NOT BE PERMITTED TO PARTICIPATE IN THE COMMENCEMENT CEREMONY

CREDIT RECOVERY POLICY

High School students have the opportunity to engage in Credit Recovery Courses. The cost of the Credit Recovery Classes will be assumed by the family. Students may schedule a maximum of 2 credits during the summer.

HONOR ROLL

Honor roll status is determined by a student's Q.P.A. (Quality Point Average) as follows:

Honor Roll 3.00 – 3.49
High Honor Roll 3.50 – 4.00

Only students with grades of C or better will be considered for the honor roll. Therefore, students receiving a D or F in any subject are not eligible for honor roll status.

TRANSCRIPTS

Transcript requests for currently enrolled students will be handled on a priority basis. Transcript requests from graduates will be filled within five (5) days. Graduates requesting transcripts are to contact Ms. Dana Gambino at 412.233.9200 x 1256.

Section 4: Student Absences

- o Overview of Student Expectations
 - o Administrative Guidelines
- o Attendance
 - o Pre-Approved Absences
 - o School-Sanctioned Absences
 - o Returning After an Absence
 - o Unexcused / Illegal Absences
 - Procedures for Unexcused / Illegal Absences
 - o Excessive Absences, Tardy and Illegal Absence Notification
 - School Attendance Improvement Plan (SAIP)
 - o Unexcused Classroom Tardies

ATTENDANCE

SCHOOL DAY

Students are admitted to the building at 7:35 a.m. Breakfast is served at 7:35 a.m. and homeroom begins at 7:50 a.m. Students are considered tardy to homeroom at 8:00 a.m. and considered tardy to school at 8:10 a.m. Students are expected to arrive on time and remain for the entire day unless an early release is needed. Dismissal begins at 2:43 p.m.

Arrival Time	Entry requirements
Arrive before 9:00 a.m.	Students may arrive without an escort.
Arrive between 9:00 to 11:30 a.m.	Parent/guardian needed to sign in their student
Arrive after 11:30 a.m.	Parent/guardian needed and formal excuse approved by an administrator
Tech students	Students who attend Steel Center and who do not leave school grounds without permission will be admitted until the start of 4th period

State law requires that all children attend school regularly. Attendance at school is the responsibility of students and their parents/guardians.

Regular and punctual attendance is a critical element of the learning process and is essential for successful student achievement. Recognizing that there is a relationship between attendance and achievement, it is the family's responsibility to ensure their child is not chronically absent. A child can never make up a day missed even though he/she may go over the assignments that were presented.

ATTENDANCE CREDIT

Full Day Arrive before 9:00 a.m.

Half Day Arrive between 9:00 to 11:00 a.m.

Must be accompanied by parent/guardian

No Credit

Arrive after 11:00 a.m.

Must be accompanied by a parent/guardian

Must have a medical or legal excuse

Arrive after 11:00 a.m. - parent/guardian will be contacted and permitted to enter with Administrative approval

EARLY DISMISSAL

Parent(s)/Guardian(s) should send **a written note for an early dismissal** to the respective building office. The note must be written by the parent/guardian and include:

- Time of release and reason for release
- Mode of transportation home (walking, being picked up, etc.)
- Current telephone number to verify release with the parent/guardian

If a written note for prior approval is not submitted, parents/guardians may come to the school to pick up the student. In the event of an unforeseen circumstance, approval via telephone may be granted by an Administrator. Please remember, a valid photo ID must be presented when picking up a child.

- Early release from school prior to 11:30 a.m. or reporting to school after 10:30 a.m. **may preclude student's participation in extracurricular activities** for that day.
- Any student who forges an early release or has someone other than a parent/guardian verify an early dismissal may face disciplinary action.

DISMISSAL

Student dismissal begins at 2:43 p.m. Students are to walk immediately home from school or be picked up in a timely manner. Referrals to CYF may be made for students who are consistently not picked up on time. In order to ensure student safety, consistent dismissal arrangements need to be in place. In the event of an unforeseen circumstance, changes can be made via telephone when an emergency arises and an administrator can verify communication with a parent/guardian.

SCHOOL TARDIES

Tardiness interrupts the educational process. Getting to school and to class on time every day are the responsibilities which all students can fulfill. Habitual or excessive tardiness may result in action with the District Magistrate.

The accepted reasons for excused tardiness are the same as those listed for excused absences. Students should immediately report to their assigned location upon entry to the building: breakfast, homeroom, etc. Students who are not in their assigned homerooms, when the late bell rings at 8:00 a.m. are considered tardy to their homeroom. Students who enter the building after 8:05 a.m. are considered tardy to school and will be required to sign in via the Ident-a-Kid Information System. Students will be provided a tardy slip, which should be presented to his/her homeroom teacher.

- Tardy minutes add up, which result in the loss of instructional time/days. Minutes are converted into days and are calculated accordingly and may contribute to chronic absenteeism.
- Students entering the building **between 9:00 to 11:00 a.m. must be accompanied by a parent/guardian, have a Legal/Medical excuse and/or Administrative Approval** in order to be admitted to school. In the event of an unforeseen circumstance, an Administrator may approve a student's entrance into the building.

- Any student who is found in the school without reporting to homeroom or signing in at the respective lobby via the Ident-a-Kid Information System may face disciplinary action and/or be cited for trespassing.

The student may be "tardy to school" four times without facing a disciplinary consequence. Beginning with the fifth unexcused tardy to school the following consequences will be issued:

- Five (5) non-medical tardies - Detention
- Ten (10) non-medical tardies – 1 day of In School Suspension (ISS) and Social Suspension for 10 school days.
- Fifteen (15) non-medical tardies – 1 day of ISS, Social Suspension for 30 school days.
- Twenty (20) non- medical tardies – 1 day of ISS, Social Suspension for the remainder of the year.

**Absences add up.
9 or less is best!**



EXCUSED ABSENCES

Pennsylvania Compulsory Attendance Laws list Excused Absences as:

Court Appearances	Quarantine of the Home
Death in the Immediate Family	Recognized Religious Holidays/Services
Educational Trips (Pre-approved)	Recovery from an Extended Illness/Accident
Health-related Appointments	School-sanctioned Absences
Illness	Tutorial Work not Offered by the School
Impassable Roads	Unforeseen Circumstance

- Parents/guardians should make every effort to schedule medical appointments after school hours.
- Acceptance of all excuses is ultimately at the discretion of an Administrator.
- In addition, absences from school due to a disciplinary consequence are considered excused. Students are permitted to make up any/all missed work within the amount of days missed.

RETURNING AFTER AN ABSENCE

A student who is absent from school must, **within three (3) days**, present his/her homeroom teacher or MS/HS Secretary a written excuse signed by a parent/guardian detailing the reason for the absence. All absences are treated as unexcused until the school district receives a written notice explaining the reason(s) for the absence.

If written excuses are not provided **within three (3) days** of the date of the absence, the days are not excused and appropriate action will be taken. Retroactive excuses submitted after the three (3) day period will only be honored with approval by an Administrator.

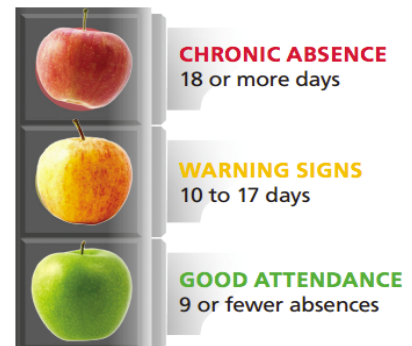
A parent/guardian may also submit an excuse for absence through the online form, which can be found at [Absence Excuse Form](#)

CHRONIC ABSENTEEISM

Students who are absent from school more than 10% of the school year, for any reason, are considered chronically absent. A child's attendance record may be the biggest factor influencing his or her academic success. Students who are chronically absent are more likely to drop out of school.

- Students who typically miss **two days or more per month** become chronically absent.
- Students who miss 18 days of school or more per year **may jeopardize their grade-level promotion.**

When Do Absences Become a Problem?



Note: These numbers assume a 180-day school year.

Please note: The automated phone dialer contacts the home of students every time a child has an unexcused

tardy/absence. Excessive absences and tardies may result in a hearing before the Magistrate and revocation of eligibility for activities, interest groups and/or athletics.

UNEXCUSED/ILLEGAL ABSENCES

The phone dialer contacts parent(s)/guardian(s) each time a student is marked with an unexcused absence. In addition, homeroom teachers also provide students with an excused absence form upon return to school. Teachers will also make the initial contact if/when attendance issues come up, as they are typically the first to recognize students with possible attendance issues. Homeroom teachers reach out after a student's third unexcused absence.

To avoid consequences, excuses should be submitted upon return from an absence in a timely manner. Families should send a formal excuse when the absence is due to a medical appointment, dental visit, court appearance, etc. Up to ten informal excuses can be submitted each year. This can be done by a handwritten note, an email sent to attendance-mshs@ccsdbears.org or the online form at [Absence Excuse Form](#)

# of absences	CONSEQUENCES - Issued Based on # of Illegal/Unlawful Absences
3	Homeroom teacher will call the parent/guardian. Referral to CCSD Attendance Team.
4	Letter mailed home with attendance brochure. Student Attendance Improvement Plan (S.A.I.P.) scheduled. Referral to Focus on Attendance (F.O.A.) Referral to Student Assistance Team (SAP).
6	Certified letter mailed home with Attendance Report, Student Assistance Program (S.A.P.) referral and copy of S.A.I.P.
8	Citation filed with District Magistrate.
10	Referral to Children Youth & Families (C.Y.F.). Contact by Social Worker via phone and/or home visit. Formal excuses (medical and/or legal) excuses must be provided.
15+	Administrative Team Meeting. 2nd citation to District Magistrate. 2nd referral to Children, Youth & Families (C.Y.F.). Continued contact by Social Worker via phone and/or home visit. NOTE: Grade-level promotion may be in jeopardy if/when absences continue.

STUDENT ATTENDANCE IMPROVEMENT PLAN (SAIP)

The School Attendance Improvement Plan (SAIP) is developed cooperatively with stakeholders through a school-family conference. The SAIP is required after the school's notice to the student's parent/guardian upon the sixth unexcused absence.

The Attendance Team will implement a plan of action including, but not limited to:

- Sharing and reviewing school policy on attendance
- Reviewing family and student responsibilities for regular attendance
- Contacting the student's parent/guardian regarding the absences
- Meeting individually with students to discuss reason(s) for absences
- Creating a Student Assistance Improvement Plan (SAIP)

- Following up by the Social Worker Coordinator
- Making referrals for additional services for the family
- Referral to Student Assistance Program (SAP)

School districts shall coordinate a school/family conference to discuss the cause of the child's truancy and develop a mutually agreed upon SAIP to resolve truant behavior. Issues to be reviewed at the school/family conference include:

- The appropriateness of the child's educational environment
- Current academic difficulties
- Physical or behavioral health issues
- Family/environment concerns

At the end of the conference, the school representative(s), the parent(s)/guardian(s) and the student will agree to the comprehensive SAIP. The plan could include accessing academic and social/health support from the school and community organizations, an outline of family/parent and student responsibilities, and levels of performance monitoring that include rewards and consequences. SAIP may be held without a parent if several attempts have been made to meet with the parent and the SAIP will be mailed to them.

FLEXIBLE INSTRUCTIONAL DAYS [FID]

What is a Flexible Instructional Day?

A Flexible Instructional Day can be utilized in cases when circumstances [e.g., a disease epidemic, a hazardous weather condition, a law enforcement emergency, damage to a school building, or a temporary circumstance rendering any portion of a school building unfit or unsafe for use] prevent the delivery of instruction in its customary manner or location. FIDs are considered school days and count toward the number of instructional days / hours required under Article 15 of the Public School Code and Chapter 11 of the state Board of Education regulations.

How will I know if it's a Flexible Instructional Day?

The community will be notified of a FID in the same manner that the District communicates delayed start times, cancellations and other emergency situations. Notifications will be sent through phone, email, posted on the District's website and social media platforms, and shared with local news outlets. The message will indicate that a FID is implemented.

What happens on a Flexible Instructional Day?

Students WILL NOT report to school that day. Assignment information will be made available electronically. Students should check with their teacher's / teachers' individual Canvas pages for assignment details. Teachers will host live Google Meet sessions during the times and periods that correspond to a regular school day. They will be available for consultation during normal school hours as well. Student attendance will be noted by their attendance during the Google Meet sessions and completion of assignments.

What if a student does not have access to a computer and/or internet to access the lesson or complete activities?

The teacher will provide students with an offline version of appropriate and relevant learning activities and assignments prior to the FID. The student can also obtain the assignment in a printed version during the next regular school day if there is a legitimate access issue. Students will have three days to complete these required learning activities and assignments.

What happens if a student does not complete the FID assignments?

The student will lose the point value or grade for the assignment. This loss of points could negatively impact a student's marking period grade. Each teacher weights learning activities and assignments differently. It would be in the best interest of the student to complete the assignments within the three day window. Parents should contact their child's teacher if there are extenuating circumstances that prohibit your child from completing the assignment satisfactorily.

What if a student is on a pre-arranged absence?

The student would be expected to make up the learning activities and assignments within three days of returning to school just as if it were any other absence from school.

May a student access the assignments or complete the online assignments from their Smartphone?

Teacher websites can be accessed from a variety of tablets, Smart phones, laptops and desktop computers. The assignments may use a variety of websites and applications that may or may not work on different devices.

What if I have a child with special needs?

The FID lessons will be designed for students with special needs utilizing their program modifications, specially designed instruction and supplementary aids and services identified in their individualized education plans. Upon return from a FID, teachers of students with special needs will meet with their students to review work submitted, checking for completion and understanding. If needed, students will have an additional three school days to complete assignments. Related services will be rescheduled according to the requirements of the students' individualized education plan if they cannot be delivered effectively during a FID day. In addition to your child's classroom and special education teacher, District special education personnel will be available to answer questions through email.

Will there still be make-up dates built into the district calendar?

Yes, make-up dates will continue to be built into the district calendar. An FID is an option that may be used in place of one or more canceled school days or make-up days

Section 5: Student Behavior Modification / Addressing Incidents /

Consequences for Not Adhering to the Code of Conduct

- o Bullying
- o Cell Phones
 - o Middle School
 - o High School
- o Dress Code
 - o Shorts/Skirts
 - o Jeans/Pants
 - o Footwear
 - o Misc. Apparel
 - o Shirts
 - o Graphics, Photos etc
- o Drug & Alcohol Policy
 - o Rules and regulations
 - o Definition of terms
 - Anabolic Steroids
 - Student Assistance Program
 - Chemical Abuse Specialist
 - Distributing
 - Possession
 - Cooperative Behavior
 - Uncooperative Behavior
 - Drug Paraphernalia
 - Controlled Substance
 - Look-Alike Drugs
 - Consent to Drug/Alcohol Testing
- o Hazing
- o Suspension from Activities and Re-admittance
- o Student Code of Conduct
- o Weapons Policy
 - o Definition of Terms
 - Weapon
 - Firearm
 - Destructive Device
 - Possession
 - o Investigation Procedures
 - Student Locker Search



STUDENT BEHAVIOR EXPECTATIONS/STUDENT CONDUCT

The administration and all staff members have the day-to-day responsibility of monitoring student activities and conduct. Administrators apply disciplinary sanctions that are deemed reasonable and required by policy. Since it is impossible to develop an all-inclusive list of offenses and disciplinary options, those offenses not specifically addressed, nevertheless, would be subject to disciplinary action. The district maintains the right to pursue any necessary disciplinary action to maintain the safety of its staff and students

BULLYING

The Clairton City School District is committed to providing a safe, positive learning environment for district students. Bullying is prohibited in District schools. Each year the principals, teachers, and support staff will review the anti-bullying rules with the students of the Clairton City School District.

Bullying is an aggressive behavior that is defined as an intentional and persistent series of acts that can be electronic, written, verbal or physical. These series of acts are one-sided, there is an imbalance of power, is intended to cause harm or distress on the target, and the target is unable to make it stop.

Bullying is defined as an intentional electronic, written, verbal or physical act that falls into one of the following categories:

- (1) Directed at another student or students;
- (2) Which occurs in a school setting;
- (3) That is severe, persistent or pervasive; and
- (4) That has the effect of doing any of the following:
 - (i) Substantially interfering with a student's education;
 - (ii) Creating a threatening environment; or
 - (iii) Substantially disrupting the orderly operation of the school; and "school setting" shall mean in the school, on school grounds, in school vehicles, at a designated bus stop or at any activity sponsored, supervised or sanctioned by the school.

Depending on the circumstances, the student may be referred to the Threat Assessment Team.

CELL / MOBILE PHONES

Middle School / High School

Middle and High School students are **not** permitted to bring electronic devices into the building. Staff members will collect all electronic devices as the Middle and High School students enter the building. Electronic devices will be returned at the end of the school day. **Clairton City School District is not responsible for any lost or stolen items.**

The following protocol will be employed for non-compliant students:

First Time

1. Security personnel will be contacted and a member of the security team will secure the phone
 - a. Principal will secure the phone in the main office and log the date and time the phone was secured
 - b. The phone will be returned to the student at the end of the school day

Second Time

2. The Principal will place the phone in the main office, log the date, time, and return the phone to the student's parent

Student Refuses

3. In the event the student refuses to "turn over" the phone
 - a. The student's parent(s) will be contacted by administration
 - b. Administration will ask the parents for assistance in securing the student's phone

Failure to Secure Phone

4. In the event the administration and parent(s) are unsuccessful securing the student mobile device, the student may be removed from school for the remainder of the school day and not permitted to bring their phone back into the building until the end of the nine weeks.

DRESS CODE

A student's appearance or mode of dress or cleanliness will not be permitted to disrupt the educational process or constitute a threat to health or safety. Specific guidelines are as follows:

- **Shorts/Skirts:** Shorts/skirts length must be no shorter than fingertip length when the student's arms are placed at his/her side.
- **Jeans/Pants:** Jeans and pants may not have tears or holes that expose the body or underwear. Sag-style pants are not permitted.
- **Footwear:** Dress shoes, tennis shoes, sandals, or boots. Students **are NOT** permitted to wear slides or flip-flops. Crocs may be worn, but must be done so in "Sports" mode for safety.

- Miscellaneous Apparel: Sunglasses are not permitted. Durags, skull caps, and ski masks are not permitted. Hoods, Hats, and Bonnets are not permitted. *Please see illustration for allowable headwear.



- Shirts: All shirts must have sleeves. Bellies/stomachs or bare shoulders will not be permitted, including bare midriff tops, spaghetti straps, tank tops and backless tops. Hoods on sweatshirts cannot be worn on top of the head. Violations to this rule will be strictly enforced.
- Graphics, Photos, etc.: Articles of clothing may not contain profane, blasphemous, provocative, or obscene photos, slogans, or other graphics. No article of clothing may be imprinted with slogans, photos or graphics, which refer to alcohol, guns, violence, drugs, sex or tobacco.

Any clothing or apparel, jewelry, accessory or manner of grooming which by virtue of its color, arrangement, trademark, symbol or any other attribute, which indicates or implies membership or affiliation with a gang or secret society, is prohibited.

Students who report to school wearing articles of clothing that have been prohibited will be asked to change or call home for different clothing. Repeat offenders will be dealt with under the discipline policy. All decisions concerning dress code violations will be at the discretion of the administration.

DRUG & ALCOHOL POLICY

The Clairton City School District will provide a safe and healthy environment for students with due consideration for their legal rights and responsibilities. As a part of the Clairton City School District Drug and Alcohol Prevention Program, this policy represents a component of our district-wide effort to prevent and intervene in the use and abuse of all drugs and substances/alcohol by the entire student population as a part of our teaching/learning process.

Administrative Guidelines

Our objective is to utilize strategies and guidelines that deal with the potential current uses and abuses of drugs and substances/alcohol present within the school environment. This has been accomplished through a revised curriculum, classroom activities, “community support and resources, parent/guardian involvement, a strong consistent administration and faculty effort. These guidelines provide a disciplinary and rehabilitative means to consistently respond to drug and substance/alcohol related behaviors.

The district has the right to use any measure deemed necessary to control substance abuse even if the same is not provided for specifically in any rule or regulation enumerated herein.

A student who on school grounds, during a school session, or anywhere at a school sponsored activity is under the influence of alcohol, drugs, or substances, or possesses, uses, dispenses, sells, or aids in the procurement of alcohol, narcotics, restricted drugs, mood altering substances, drug paraphernalia, or any substance purported to be a restricted substance or over the counter drugs will be subjected to discipline pursuant to the provisions and procedures outlined in board policies.

The Board Policy includes, but is not limited to these immediate actions by the Principal:

- Drug testing either on-site through the Nurse's Office and off-site
- Notification of the parent/guardian
- Out-of-school suspension, and
- Citation to the police.

If the results of the drug testing show positive further consequences ensue:

- A parent conference will be scheduled
- The suspension will be extended to a 10-day Out-of-School Suspension
- A referral to the SAP program with a Drug and Alcohol assessment will be made; the student must show evidence that they have complied with the recommendation of the assessment, for instance that participation in such a program has begun.
- The student may be disqualified from further participation in athletics and/or extra-curricular activities for the remainder of the school year.
- The student will be required to be re-tested the following year and test negative before s/he will be a participant in athletic and/or extracurricular activities.

Second Infraction

If a second infraction were to occur, the student will be disqualified from athletics and/or extra-curricular activities for their remaining years as a Clairton student.

Towards accomplishing these ends we have adopted the following objectives.

1. Prevent students from using drugs and mood altering substances/alcohol by increasing their knowledge of the effects of drugs and mood altering substances/alcohol on the body.
2. Assist students in stopping their use of drugs and mood altering substances/alcohol by increasing their knowledge of the effects of drugs and mood altering substances/alcohol on the body.
3. Develop a peer support system to encourage students to pursue a lifestyle that is free of drug and alcohol abuse that could result in criminal activity.
4. Reduce related juvenile delinquency and other negative behavior of students by providing more structured activities in which they can become involved.
5. Improve the attendance rates.
6. Reduce the likelihood of an adolescent attempting suicide, and make sure that the depressed or suicidal adolescents who seek help will receive mental health treatment.
7. Implement parent/guardian involvement in confronting the drug and alcohol abuse program.

Hazing is defined as any action or situation which recklessly or intentionally endangers the mental or physical health or safety of a person or which willfully destroys or removes public or private property for the purpose of initiation or admission into or affiliation with, or as a condition of continued membership in any organization. This includes but is not limited to :

- Any brutality of a physical nature, such as whipping, beating, branding
- Forced calisthenics
- Exposure to the elements
- Forced consumption of any food, liquor, drug or other substance.
- Any activity that would subject an individual to extreme mental stress such as:
 - o Prolonged sleep deprivation
 - o Forced prolonged exclusion from social contact
 - o Forced conduct which could result in extreme embarrassment
 - o Any other forced activity which could adversely affect the mental health or dignity of the individual.

Any hazing activity, whether by an individual or a group, shall be presumed to be a forced activity, even if a student willingly participates. Depending on the circumstance, the student may also be referred to the Threat Assessment Team.

The Board does not condone any form of initiation or harassment, known as hazing, as part of any school-sponsored student activity. No student, parent/guardian, coach, sponsor, volunteer or district employee shall plan, direct, encourage, assist, ignore or engage in any hazing activity.

SUSPENSION FROM ACTIVITIES AND RE-ADMITTANCE

SUSPENSION

Suspension is exclusion of a student from school for one (1) to ten (10) consecutive school days. A principal or administrator in charge gives suspensions. Depending on the circumstance, the student may also be referred to the Threat Assessment Team. **Students will be permitted to make up any assignments or tests missed during the suspension.** Students who are suspended must arrange to complete homework, assignments, tests under the same timeline as an excused absence.

READMISSION TO SCHOOL AFTER SUSPENSION

A parent/guardian conference may be necessary before a student is readmitted to school after a Type A Out-of-School suspension. The need for a conference will depend on the nature of the offense and whether it is a repeat occurrence. A conference must be held before a student is readmitted to school after a Type B Out-of-School suspension.

If it is determined that an expulsion hearing is appropriate and it is not held during the suspension period, the student will be readmitted to school. **Re-admittance will not take place if an administrator determines that the student's presence in his normal classes would constitute a threat to the health, safety, morals or welfare of others.** In this case, the student may be excluded from school for more than ten (10) school days, if the formal hearing is not unreasonably delayed. Any student so excluded will be provided with an alternative education after the 10th day as available.

Student Code of Conduct

[Level 2](#)

[Level 3](#)

[Definitions of Infractions](#)

[Definitions of Consequences and Interventions](#)

Discipline Chart

Level 1

Level 1 Infractions	Range of Consequences and Interventions
Disruptive Behavior Insubordination Loitering Class Cut* Tardy to Class** Late to School*** Academic Dishonesty Misuse of Technology Misuse of Hall Pass Horseplay Inappropriate Language	• Teacher Conference • Administrator Conference • Detention • Parent Contact • Restorative Conference • Reset and Refocus • Loss of Privilege • Social Suspension Severe or repeated violations may result in a more severe penalty at the discretion of the school administrator.

*See definition of Class Cut for progressive discipline steps for class cuts.

**See definition of Tardy to Class for progressive discipline steps for class cuts.

*** See definition of Late to School for discipline steps for late to school.

Level 2

Level 2 Infractions	Range of Consequences and Interventions
Vaping/Tobacco* Defiance Theft Damage to School/Private Property Verbal Altercation Physical Contact Fighting Harassment Bullying Hazing Leaving School Building/Grounds**	• Back to Basics • School meeting with guardian/parent • In School Suspension 1-10 days • Out of School Suspension 1-10 days Severe or repeated violations may result in a more severe penalty at the discretion of the school administrator.

* For a first tobacco/vape violation, students will complete an online informational course on vaping.

** Students who leave the school building/grounds without permission will not be allowed back in without a parent and may face additional disciplinary action. Steel Center CTE students are

considered to be on school grounds when they are on the bus and do not have permission to walk away from the school when they get off the bus.

Level 3

Level 3 Infractions	Range of Consequences and Interventions
Assault Arson Terroristic Threat Possession or use of Drugs Weapons, Dangerous Items, and Lookalikes	• Out of School Suspension 5-10 days • Exclusion/expulsion (11 or more days) • Alternative education placement Severe or repeated violations may result in a more severe penalty at the discretion of the school administrator.

Definitions of Infractions

Academic Dishonesty

Cheating, plagiarism, copying another student's work, or using unauthorized materials on assignments, tests, or exams.

Arson

Deliberately setting or attempting to set fire to any property, including trash cans, bathrooms, lockers, or school buildings.

Assault

Intentionally causing or attempting to cause physical harm to another person. This is more severe than fighting and may involve a planned or surprise attack.

Bullying

Repeated and intentional harm—physical, verbal, or online—that targets another student. This includes threats, humiliation, and exclusion.

Class Cut

A Class Cut occurs when a student is absent from class without an excuse from an administrator or teacher, is present in school but does not attend class, is excessively late to class (more than 5 minutes late), and/or leaves class or walks out of class without permission.

Students who cut class will not be permitted to complete make-up work for the unexcused/class cut.

Students who come to class late will not be permitted to make up work missed from time not in class. For example, if class starts at 10:15 am and a student arrives at 10:35 am (20 minutes late) the student is not permitted to make up work from the 20 minutes lost.

Disciplinary steps for Class Cuts

- Class Cut 1: Teacher Conference and Parent/Guardian contact
- Class Cut 2: Teacher assigned detention

- Class Cut 3: In School Suspension - 1 day
- Class Cut 4: Out of School Suspension
- Class Cuts beyond 4 will be considered Defiance

Damage to School/Private Property

Intentionally damaging or defacing school property, another student's belongings, or any other personal property.

Defiance

Willful and repeated refusal to comply with directions or rules, especially after being reminded. This shows deliberate disrespect for school authority.

Disruptive Behavior

Behavior that interrupts learning, teaching, or the regular school environment. Examples include talking out of turn, making noises, or refusing to follow classroom routines.

Fighting

Engaging in physical conflict with another person, including hitting, kicking, or wrestling. Fighting is more serious than horseplay or minor contact.

Harassment

Unwanted, repeated behavior that offends, threatens, or demeans another person based on race, gender, religion, disability, or other protected traits.

Horseplay

Rough or rowdy behavior such as pushing, chasing, or throwing objects, even if meant as a joke. Horseplay can lead to injuries or disruptions.

Hazing

Requiring someone to do something harmful, embarrassing, or illegal to join or stay in a group, team, or activity.

Inappropriate Language

Using language that is offensive, disrespectful, or inappropriate for school. This includes swearing, name-calling, or language of a sexual, racial, or threatening nature.

Insubordination

Refusal to follow directions from a teacher or school staff member. This includes talking back, ignoring instructions, or refusing to comply with school rules.

Late to School

The student may be "tardy to school" four times without facing a disciplinary consequence. Beginning with the fifth unexcused tardy to school the following consequences will be issued:

- Five (5) non-medical tardies - Detention
- Ten (10) non-medical tardies – 1 day of In School Suspension (ISS) and Social Suspension for 10 school days.
- Fifteen (15) non-medical tardies – 1 day of ISS, Social Suspension for 30 school days.

- Twenty (20) non- medical tardies – 1 day of ISS, Social Suspension for the remainder of the year.

Leaving School Building/Grounds Without Permission

Leaving the school building, property, or assigned area during the school day without staff knowledge or approval.

Students who leave the school building/grounds without permission will not be allowed back in without a parent and may face additional disciplinary action. Steel Center CTE students are considered to be on school grounds when they are on the bus and do not have permission to walk away from the school when they get off the bus.

Loitering

Remaining in hallways, restrooms, or other areas without a legitimate reason or pass, especially during class time or after school hours.

Misuse of Hall Pass

Being out of class with a hall pass but not using it appropriately. This includes lingering, visiting other areas, or being gone for too long without permission.

Misuse of Technology

Using school computers, devices, or internet access in ways not allowed by school policy. Examples include visiting inappropriate websites, using social media during class, or accessing another student's account.

Physical Contact

Touching another person in an aggressive, inappropriate, or unwanted way. This includes poking, slapping, pushing, or grabbing.

Possession or Use of Drugs

Possessing, using, being under the influence of, or distributing illegal drugs, alcohol, or unauthorized substances on school grounds or at school events.

Tardy to Class

Arriving to class after the bell rings (0-5 minutes late) without a valid excuse.

Disciplinary steps for Tardies

- Tardies 1-3: Teacher Conference, Parent/Guardian Contact
- Tardy 4: Teacher assigned detention
- Tardy 5: Office Assigned detention
- Tardy 6: In School Suspension 1 period
- Tardy 7: In School Suspension - 1 day
- Tardy 8: Out of School Suspension
- Tardies beyond 8 will be considered Defiance

Terroristic Threat

Threatening to harm people or damage property in a way that causes fear or panic, whether spoken, written, or shared online.

Theft

Taking or possessing someone else's property without permission, including personal belongings, school property, or items belonging to staff or students.

Vaping/Tobacco

Possessing or using vape pens, e-cigarettes, or tobacco products on school property, buses, or at school events is prohibited.

Verbal Altercation

Engaging in a heated argument, shouting match, or exchange of threats or insults that disrupts the school environment.

Weapons, Dangerous Items, and Lookalikes

Possessing, using, or bringing any weapon or object that could cause harm, including knives, firearms, or lookalike weapons, even if not used.

Definitions of Consequences and Interventions**Administrator Conference**

A private meeting between the student and a school administrator (such as a principal or assistant principal) to discuss the behavior, review expectations, and plan next steps.

Alternative Education Placement

A student is placed in an alternative education program outside the regular school setting. These programs are designed for students who need additional behavioral or academic support as an alternative to expulsion or long-term suspension.

Back to Basics

A structured intervention designed to help students relearn core behavioral expectations. Students may revisit rules, reflect on their choices, and practice respectful and responsible behaviors before returning to class.

Detention

A supervised period of time that a student must spend at school outside of regular hours—usually before or after school or during lunch—as a consequence for breaking school rules.

Exclusion/Expulsion

A formal removal of a student from the regular school program for serious violations. Expulsion may last more than 10 consecutive school days and must follow due process procedures as required by law and school board policy.

In-School Suspension (ISS)

A temporary removal from the regular classroom, with the student placed in a supervised school setting where they continue academic work and receive behavior support.

Loss of Privilege

The temporary or long-term removal of certain school privileges, such as attending extracurricular activities, using hall passes, participating in school events, or using school facilities, due to inappropriate behavior.

Parent Contact

Communication between a staff member and a parent or guardian (via phone call, email, or written notice) to inform them of a student's behavior and involve them in the solution.

Reset and Refocus

A short break or redirection period given to students during the school day to allow them time to calm down, think about their actions, and return to class ready to meet behavior expectations.

Restorative Conference

A structured conversation involving the student who caused harm, those affected, and a trained facilitator. The goal is to take responsibility, repair harm, and restore relationships.

Social Suspension

A student's school privileges may be revoked for a period of time or indefinitely. This could include, but is not limited to, restriction from attending school assemblies and/or functions, restriction from participating in school trips not of a purely educational nature, restriction from holding a student office, restriction from participating in extra-curricular activities and groups, loss of membership in school related organizations, and loss of the privilege to be a "student worker" in any office or area of the school.

School Meeting with Guardian/Parent

A formal meeting is held at school with the student, parent or guardian, teachers, and/or administrators to review behavior concerns, provide support, and develop a plan for improvement.

Teacher Conference

A private conversation between the student and teacher to address behavior or academic concerns. The teacher may review classroom rules, discuss the impact of behavior, and set goals for improvement.

DESCRIPTION OF CONSEQUENCES FOLLOWING AN INFORMAL HEARING**Suspension**

Suspension is exclusion of a student from school for one (1) to ten (10) school days. A principal or administrator in charge gives suspensions. Students who are suspended are permitted to make up academic assignments as the suspension is considered excused absences.

Alternative Setting**Exclusion from School**

Pursuant to School Code and Department of Education regulations, the Board of School Directors has the power, and the obligation, to exclude students from attendance at school under certain conditions and circumstances. Concurrent with that power is the obligation of the Board to ensure that such exclusions are considered and, if appropriate, ordered under well-defined and consistent regulations and procedures.

Expulsion is any exclusion from school for a serious offense or series of offenses for a period exceeding ten (10) school days and may be permanent. The School Board or a Committee of board members will hold a formal hearing and make the final decision regarding expulsion. Education is a statutorily conferred right and students must be afforded all appropriate elements of due process if they are to be excluded from school. A formal hearing is required in all expulsion actions.

Any student who is expelled from school is not permitted on school property and may not attend or participate in any school-sponsored activity for the duration of the expulsion. If the violation requires further removal from school beyond the ten (10) days, a formal hearing will be held. A registered letter will be sent to the parent/guardian notifying them of the charges and the time and date of a formal hearing. Such a hearing will take place within ten (10) days of the offense. Every attempt will be made to include the teachers who have direct bearing on the student, an administrator, necessary support staff, the parent/guardian, and the student.

The formal expulsion hearing will be held before a duly authorized committee of the Board and a qualified hearing examiner appointed by the Board. A majority vote of the entire School Board is required to expel a student. Hearings are to be conducted within ten (10) days of the Type B suspension, when possible.

The following due process requirements are to be observed for a Formal Hearing.

1. Notification of the charges will be sent to the student's parent/guardian by certified mail.
2. Sufficient notice of the time and place of hearing will be given.
3. The Hearing will be held in a private setting unless parent/guardian request a public hearing.

The student has the right to be represented by counsel.

4. The student has the right to testify and present witnesses on his/her behalf.
5. A record of the hearing will be documented and the transcript will be available for the parent/Guardian at their own expense.
6. The Formal Hearing will be conducted with all reasonable speed.

If the student disagrees with the results of the hearing, recourse is available in the appropriate Court of the Commonwealth. If it is alleged that a federal constitutional issue is involved, the student may file a claim for relief in the United States District Court.

WEAPONS POLICY

The Clairton City School District prohibits the possession of a weapon by students, employees, or visitors on school property or other areas as further specified and defined in this policy.

It is a misdemeanor of the first degree for any person to possess a weapon in the buildings or upon the grounds of any public elementary or secondary school. In addition, the Federal Gun-Free Schools Act and Pennsylvania Act 26 of 1995 requires local educational agencies to adhere to certain discipline and reporting requirements in the event a student is in possession of a weapon and/or firearm. In addition, the district has established a Threat Assessment Team. Any student found to be in possession of a weapon will be referred to the Threat Assessment Team. As such, students are prohibited from possessing weapons and replicas of weapons:

- in any Clairton City School District building;
- on any Clairton City School District property;
- on any conveyance (including private) providing transportation to or from a school sponsored activity;

- at any school function, activity or event whether or not held on Clairton City School District property; or
- While on their way to or from school.

Except as provided herein, a student in possession of a weapon will be subject to an expulsion of no less than one (1) calendar year as provided by Act 26 of 1995. The Superintendent may recommend to the Board of School Directors disciplinary action less than expulsion as required herein on a case-by-case basis.

Definition of Terms

Weapon - including but not be limited to any knife, cutting instrument, cutting tool, nunchaku, brass or metal knuckles, firearm, shotgun, rifle, chemical agent such as mace, explosive device including but not limited to pipe bombs, any object which is a weapon "look-alike" or is otherwise purported to be such a weapon, and any other tool, instrument or implement capable of inflicting serious bodily injury.

The provisions of this policy will not apply to a weapon being used as part of a program approved by the School District by an individual who is participating in the program (i.e. a lawful supervised school activity, extra-curricular activity, or course of instruction).

Firearm - actual firearms of any type whatsoever, (including a starter gun) which will or is designed to or may readily be converted to expel a projectile by the action of an explosive; the frame or receiver of any such weapon; any firearm muffler or silencer; any destructive device; pellet guns; BB guns; and "look-alike" firearms, whether they be capable of operation and whether they be loaded or unloaded. Weapon does not include any device which is authorized by the school for a legitimate educational purpose, such as tools, play properties, pallet knives and the like, or any device or object which has been given prior approval by the Principal in connection with any education program or extra-curricular activity.

Destructive Device - any bomb, grenade, rocket having a propellant charge of more than four (4) ounces, missile having an explosive or incendiary charge of more than one-quarter ounce, mine, or device similar to any such devices.

Possession - when the weapon is found on the person of the student, in the student's locker, or otherwise under his or her control while the student is on school property, on property being used by the school or at any school function, activity, or event whether held on District property or away from the school, or while the student is on his/her way to or from school.

Every School District employee and/or student who has knowledge of a weapon being impermissibly on or in school property will immediately inform the Principal or other appropriate school official, who will immediately conduct an investigation. A student who has knowledge of a weapon being in or on school property will be subject to disciplinary proceedings if the student does not report the same in a timely manner.

Upon reasonable suspicion that a student possesses a weapon, the Principal will request that the student voluntarily empty his/her pockets, and remove any coat, book-bag or purse so the same may be searched by a school official. Such search will take place in the presence of another adult.

It is noted that the Rules and Regulations of the State Board of Education provide that reasonable force may be used by teachers and school authorities to obtain possession of weapons or other dangerous objects.

If the student resists such a voluntary search, the Principal or school official will immediately summon the local police and request assistance. The parent/guardian of the student will likewise be notified. Upon the police appearing, under no circumstances will the school official act as the student's informed adult in regard to any Miranda Warnings.

All incidents involving the possession of a weapon prohibited by this policy will be reported by the Superintendent or the Principal to local law enforcement officials. The Superintendent will report to the Department of Education, Office for Safe Schools, and all incidents relating to expulsions for possession of a weapon pursuant to this policy. Reports will include the following information:

1. The age or grade of the student;
2. Name and address of the School District;
3. Circumstances surrounding the incident, including the type of weapon;
4. The disciplinary sanction imposed by the District;
5. Notification of law enforcement officials;
6. Remedial programs used in the disciplinary response;
7. Any parent/guardian involvement required in the disciplinary sanction; and
8. Any arrests made or convictions and adjudications, if known.

Section 6: Attendance

- o Tardy to School
- o Tardy to Class / Class Cut
- o Check & Connect



Attendance Procedures

7:35 am	Students Enter Report to Cafeteria or Gymnasium.
7:50 to 8:00 am	Homeroom Begins Students report to Homeroom. Class commences at 8:00am
8:05 am	Tardy Begins Give Ident-a-Kid passes to students AFTER 8:05 AM Students report to Period 1
8:30 am	Review Begins Check Day-at-a-Glance for PD 1 Coverages.
8:40 am	Attendance Submitted Enter tardy students up to 8:40 AM and submit If covering class- Email names of students absent and tardy. Secretary check Ident-a-Kid for tardies through 8:43 AM and enter into system
8:45 am	Review Finalized The secretary confirms all PD 1 attendance is submitted. The secretary contacted teachers that have not submitted. The secretary checks emails from subs and enters attendance.
9:00 am	Attendance Published Secretary sends Automated Dialer to families of Students who are Absent Email Daily Attendance Report to staff. Entry Restricted commences at 9:00 am At 9:15 am a student must be signed in by a parent/guardian. If a student is unaccompanied by an adult, a phone call will be made to the parent/guardian Excessive tardies after 9:00 am will be addressed with a consequence Review Daily Attendance Report for corrections and updates.

Attendance Procedure for 10:00 AM Start

9:45 am	Students Enter the Building Students report directly to Homeroom/Period 1
9:50 am	Homeroom Begins Report directly to Homeroom/Period 1
10:00 am	School Begins Mark students present, BUT not submitted yet.
10:05 am	Tardy to School Passes will be provided for students entering at 10:05
10:13 am	End of HRM/1 period Teachers are to submit attendance. Teachers covering classes will email secretary names of students absent.
10:30 am	Attendance Review Begins The secretary will check to make sure all Hrm/period 1 teachers have submitted attendance.
10:40 am	Secretary will retrieve last minute tardies The secretary will manually enter tardies in Alma.
10:50 am	Secretary sends students absences via Phone Dialer
11:00 am	Entry Restricted commences at 11:00 am At 11:00 am a student must be signed in by a parent/guardian If a student is unaccompanied by an adult, a phone call will be made to the parent/guardian Excessive tardies after 11:00 am will be addressed with a consequence Review Daily Attendance Report for corrections and updates.
11:30 am	Last Time Student Can Enter for Any Reason Students only permitted to enter after 11:30 AM with/Formal Excuse and Administrative Approval Retrieve Tardy Students from Ident-a-Kid Attendance will be updated in Alma.

Section 7: Extra Curricular / Athletics

- o General Eligibility Requirements
- o Athletic Eligibility Class and Student Government Officers
- o Homecoming Court Participants (Seniors)
- o Prom Court Participants (Juniors)
- o Formal, Semi-Formal and other dances
- o National Honor Society
- o Junior National Honor Society



EXTRA CURRICULAR AND ATHLETIC PROGRAMS

Students must meet all of the following requirements to be eligible for any special activity or recognition, such as academic, class officers, extracurricular, co-curricular, and athletics:

- It is required that all participating students and their parent/guardian sign a Consent to Drug/Alcohol Testing form in the presence of a school administrator or their designee before participating in the activity. The Board Policy and the form are at the end of this Student Handbook, as well as available in each School Office.
- Review by an administrator, the Athletic Director, or Club Sponsor with serious attention given to unexcused absences, unexcused tardies, suspensions and other disciplinary infractions.
- In the event that a student is required to attend after-school tutoring sessions and attendance falls below 85%, participation in extracurricular activities may be suspended until the 85% attendance is regained. Whenever tutoring is available, it will become a priority over all extra-curricular activities, including athletics, cheerleading, band etc. Practices will not begin after school until 3:30 p.m.
- Students are responsible for any and all equipment (uniforms, practice clothing, scripts) issued and are expected to pay for any items that are not promptly returned or which exhibit excessive wear or abuse. Students are not permitted to use school equipment outside of the activity for which it was assigned.
- It is the student's responsibility to make up any class work that is missed because of an extra- or co-curricular activity.
- A completed teacher recommendation checklist with at least 50% of the teachers who currently are teaching the student recommending the student, or at Homecoming, prior year's teachers may also vote. Students will be rated on a scale of 0-5 (5 being the best) in the following areas: Attendance, Punctuality, Attitude, Cooperation, and Pass/Fail.
- Final approval for all activities rests with the principals

ATHLETIC ELIGIBILITY

To be eligible for participation, students must meet district academic and attendance requirements, as well as student conduct expectations. All student athletes must conform to the Eligibility Protocol in the Clairton Athletic Handbook for Students, Parents and Coaches. Failure to meet academic standards results in ineligibility until the re-establishing of academic eligibility the Monday following the posting of grades to students. In order to participate in co-curricular activities, the student must be in attendance at school, meeting the requirements of minimum day, as defined by the Clairton Athletic Handbook and PIAA requirements, on the day of the activity unless the absence is excused. **NOTE: It is the student/athletes' responsibility to make sure they are passing prior to the time grades are pulled.**

Grades-All Student-Athletes

- Student athletes must adhere to the academic eligibility policy in the district handbook/athletic handbook.
- Academic and Curricular Requirements
 - In order to be eligible for interscholastic athletics, a pupil must pursue a curriculum defined and approved by the principal as a full-time curriculum. Weekly the pupil must have at least a 70% in at least four core subjects, as of each Friday during a grading period. Middle school students must maintain at least a 70% in at least four core subjects. Core classes are defined as Math, Science, Social Studies or Language Arts.
 - The Student Athlete must have a 2.0 GPA from the previous grading period. The student must obtain a 2.0 on their progress report and report cards.

- Weekly grades-Any student athlete who receives two failing marks in their subjects on the Weekly Eligibility Report will be subject to an immediate one-week suspension from any activity of the squad.
- Grade sheets will be run from ALMA on Friday afternoon of each week and the current grade listed at that time will be used. The teachers of all subjects must evaluate those students participating in any of the above mentioned activities each week. As stipulated above, a failing mark in two subjects will bring about a one-week suspension from any activity. Coaches and sponsors of the groups will be notified by Monday morning of any ineligible students. Their ineligibility will begin the following Monday and continue through Saturday.
- The student will become eligible the following week provided he/she does not receive more than one failing mark on the eligibility sheet.
- All student athletes must have a passing grade in ALL of their subjects at the conclusion of each nine-week report period and a 2.0. Failure to achieve this would cause the student to become ineligible for the first FIFTEEN SCHOOL DAYS or the next FIFTEEN SCHOOL DAYS of the succeeding grading period.

CLASS AND STUDENT GOVERNMENT OFFICERS

Students wishing to run for a class or student government office must have a G.P.A. of at least 2.5 and successfully have completed the appropriate credits for that grade level.

HOMECOMING COURT PARTICIPANTS (SENIORS)

- Limited to no more than six (6) candidates who are seniors with at least 18 credits and a 2.0 GPA.
- Students with excessive disciplinary infractions, a profoundly disobedient act, excessive unexcused absences and/or tardies this year or in the last 9 weeks of the prior year will be ineligible for Prom and Homecoming Court.
- Escort must be a member of the Clairton High School student body.

DANCES / PROM ESCORTS

Escorts who are not Clairton High School students are required to complete a guest request form that includes name, date of birth, address, home telephone number and the telephone number of either the school the student is attending or the place of work. A guest invited to the Prom may not be 21 years or older. Guests must also have their attire approved by Administration. Final approval rests with the high school principal.

NATIONAL HONOR SOCIETY

The criteria for admission, as determined by the National Honor Society, are as follows:

1. At the end of the third grading period of the sophomore year: a 3.5 G.P.A. cumulative from the beginning of the freshman year.
2. At the end of the third grading period of the junior year: a 3.5 G.P.A. cumulative from the beginning of the freshman year.
3. At the end of the third grading period of the senior year: a 3.5 G.P.A. cumulative from the beginning of the freshman year.
4. In addition to a 3.5 Q.P.A., adherence to the standards for athletics and extracurricular activities (i.e., discipline and attendance) will be included in the screening process for membership.
5. Teacher Letter of Recommendation
6. Enrolled and/or completed one Advanced Placement or Academic course.

PROM COURT PARTICIPANTS

- Limited to no more than six (6) male and female candidates who are juniors with at least 12 credits and a 2.0 GPA or above
- Students with excessive disciplinary infractions, a profoundly disobedient act, excessive unexcused absences and/or tardies this year or in the last 9 weeks of the prior year will be ineligible for Prom and Homecoming Court.
- Escort must be a member of the Clairton High School student body. .
- Any student having been issued an out-of-school suspension from school will not be permitted on the Prom Court during that year.
- Escorts for prom court assembly must be a Clairton High School

Section 8: Special Education & Student Services

- o Overview of Special Education and Student Services
- o Special Education Programs and Services
 - o Level 1: Review of Group-Based Data
 - o Review of Hearing, Vision, Motor, Speech, and Language
 - o Level 3: Intervention Planning
 - o Services for Protected Handicapped Students
 - o Services for Students who are English Language Learners
 - o Services for Students in Nonpublic Schools
 - o Services for Preschool Age Children
 - o Students with Disabilities Exclusion from School



GENERAL INFORMATION

The Clairton City School District is responsible for locating, identifying and educating children who need special education services. If anyone is aware of a child with a disability who needs special education services, please contact the Special Education Department at 412-233-9200 Ext. 1160.

Clairton City School District provides a free, appropriate public education for students according to state and federal mandates. To be eligible, the child must be of school age, need specially designed instruction, and meet eligibility criteria for one or more of the following physical or mental disabilities as set forth in the Individuals with Disabilities Education Act.

Autism	Orthopedic Impairment
Deaf-Blindness	Other Health Impairment
Deafness	Specific Learning Disability
Emotional Disturbance	Speech and/or Language Impairment
Hearing Impairment	Traumatic Brain Injury
Intellectual Disability	Visual Impairment including Blindness
Multiple Disabilities	

Students who are eligible for special education are provided with a continuum of services designed to meet their individual needs. These services may include supportive intervention in the regular class or supplemental intervention in a special education class in the regular school. Students with significant needs may require placement in a special education program outside of the regular school. The extent of the special education services and the location for delivery of these services are determined by the staff and parents at the IEP team meeting. The extent and location of services is based on the student's identified needs and abilities, chronological age, and the intensity of the special intervention. The school district also provides related services, such as specialized transportation, physical therapy, occupational therapy, nursing services, and counseling services which are required to enable the student to derive educational benefits. Special education services within the District include learning support, autistic support, emotional support, life skills support, speech and language support, vision support, hearing support and gifted support.

SPECIAL EDUCATION PROGRAMS AND SERVICES

Clairton City School District has a three-part screening process in place that identifies any student who may need special education.

- **LEVEL 1:**

Review of Group-Based Data

The building principal(s) and classroom teachers review enrollment information, academic and health records and results from group-based tests, and the *Pennsylvania System of School Assessment*. For incoming kindergarten students, results from a developmental assessment are examined. Data gathered through a thorough review of these records may prompt a referral for further intervention planning to determine if a child is a student with a disability and is in need of special education services.

- **LEVEL 2:**

Multi-tiered System of Support (MTSS): K - 2nd grade

A **Multi-tiered System of Support (MTSS)** is first and foremost about helping students. More specifically, an MTSS is a way that districts and schools organize and provide education to ensure that students receive the instruction they need to be successful. By operating as an MTSS, schools acknowledge that students' needs vary and so the best way to help them

achieve is to provide instruction that is matched to those needs. Within an MTSS, educators carefully monitor student progress, work to ensure that all students receive effective instruction and provide more targeted or individualized support when needed. The MTSS team includes the classroom teacher(s), the school principal, the school counselor, the social worker, supervisor of special education, academic interventionist, dean, and the school psychologist.

What is tiered instruction and how can it help my child?

Tiered instruction can be described simply as layers of support available to every student. For many students, the regular daily classroom instruction is sufficient for them to successfully meet grade level expectations. However, just like anyone learning a new skill or concept, some students may need more support to be successful. Because of this, schools plan for and are ready to provide additional support, based on what students need, when they need it.

The term **Tier 1** refers to what is provided to all students, and is what every student in a classroom, grade level, or course is taught during the school day. For example, the instruction that is taught to all 4th graders, or the instruction that is taught to all students in Algebra 1, is considered “Tier 1”. Schools design and plan high-quality Tier 1, with the expectation that it will be what all students need in order to demonstrate mastery of grade-level expectations.

Even when provided effective Tier 1 instruction, some students will need additional support to master grade level standards. This additional support is known as “Tier 2” and “Tier 3” intervention. Ideally, when Tier 1 instruction meets the needs of most students, only some students will need Tier 2 intervention, and even fewer will need Tier 3 intervention in order to meet grade level expectations. If your child is currently receiving tiered interventions, it simply means that additional help is needed for them to gain the knowledge or skills being taught.

Tier 2 interventions are typically organized by a skill area and delivered to small groups of students with progress monitored over time. Tier 2 supports are always provided in addition to Tier 1, and for as long as necessary for students to get and remain on track toward mastery of grade-level expectations.

Tier 3 interventions are the most intensive level of tiered supports and in most cases are provided when effective Tier 1 and Tier 2 aren’t enough for a student to master grade-level expectations. These supports are designed for individual students and are often based on results of additional assessments that identify specific skill strengths and weaknesses. While the intent of tiered supports is to enable students to be successful, school teams may determine that a child needs the additional support of special education services (Individualized Education Plan) to meet grade-level expectations. Students eligible for an IEP receive their specially designed instruction through, and as a part of, this same tiered instructional system. Special education services are not separate, nor are they “in addition to” tiered supports.

Student Assistance Program (SAP) kindergarten-12th

The Student Assistance Program (SAP) is a team process aimed to maximize individual student success in the regular classroom, to consider barriers to learning as a component and to serve as a screening process for students who may be in need of special education services. SAP is a positive, team-based process, which uses intervention techniques to help remove educational,

behavioral or affective obstacles for all students in the regular classroom.



The SAP Team includes the classroom teacher(s), the school principal, the school nurse, the guidance counselor, the social worker, and the school psychologist. Depending on the needs of the student, the speech therapist, interventionist, academic support teacher and/or representatives from community agencies may also participate in the process. Families are encouraged to provide information through the classroom teacher.

The SAP Team process involves three steps:

1. Identifying a student's need for academic and behavior support.
2. Determining research-based strategies needed to assist the student.
3. Implementing intervention strategies through a continuum of services.

After an initial assessment of the student's academic (MTSS), and/or behavioral needs (SAP), the designated team recommends strategies to help the student achieve success in the regular classroom. The team determines what support is needed for the student to maintain a level of success in the classroom. These strategies are implemented, and progress data is monitored and then evaluated by the team. If a review of the data indicates the student is demonstrating positive change, the strategies are continued. If there is no progress, the student may be referred for a *multidisciplinary evaluation* (MDE).

Review of Hearing, Vision, Motor, Speech and Language

As prescribed by Section 1402, the district routinely conducts screenings of a child's hearing acuity in kindergarten, first, second, third, seventh, and eleventh grade. Vision acuity is screened annually in grades kindergarten through 12. Speech and language skills are screened upon referral to the speech therapist. Gross motor and fine motor skills, academic and social-emotional skills are assessed by the classroom teacher and support staff on an ongoing basis. Teacher input and/or screening results may result in a formal assessment by one or more of the supplemental services providers (occupational, physical, or speech therapists, or applicable staff through the Allegheny Intermediate Unit).

• LEVEL 3:

Multidisciplinary Evaluation (MDE)

The Multidisciplinary Evaluation (MDE) is a process to gather information to determine if a child has a disability and needs special education and, if so, the types of services needed. Prior to an MDE, the District must obtain permission via the Permission to Evaluate Consent Form. Before an evaluation can occur, the parent or legal guardian must sign the form.

A certified school psychologist coordinates multidisciplinary evaluations. Team members including the family, classroom teacher, principal, social worker, school psychologist, and persons familiar with the student's educational experience and cultural background, and other pertinent individuals that work with the student provide information as a part of the evaluation.

The evaluation must include sufficient scope and depth to provide information about the student's academic functioning, adaptive and social behavior, weaknesses, strengths, and response to intervention. All this information is compiled into an *Evaluation Report* (ER), which recommends whether a child has one or more disabilities, whether or not the child requires special education and the type of program, and services that the child needs. The ER may recommend that a child is not exceptional and therefore does not need special education services. If the ER recommends that a child is not exceptional, the report will list changes that may be made in the regular classroom to maximize the child's success. All members of the team, including the parents, are entitled to review the ER.

Families who suspect that their child is eligible and in need of special education, may request screening or a multidisciplinary team evaluation of their child through a written or verbal request to a professional staff member. Communication with families and students shall be in English or the native language of the parent.

Reevaluations for students who are eligible for special education services are completed every three years or as necessary when requested by one or more members of the IEP team and in compliance with requirements of IDEA. Reevaluations for students with intellectual disability are



completed every two years.

Children who are eligible with a disability and in need of specially designed instruction are entitled to receive special education services. These services are described in the *Individualized Education Program* (IEP) which is written by the IEP team.

Required members of the IEP team include:

1. The child's parents/guardians
2. At least one of the child's regular education teachers
3. At least one special education teacher
4. A representative of the public agency who is qualified to provide, or supervise the provision of, specially designed instruction to meet the unique needs of children with disabilities; is knowledgeable about the general education curriculum; and is knowledgeable about the availability of resources of the public agency.
5. Someone who can interpret the evaluation results, who may already be a member of the team
6. At your request or that of the school, other people who know the child well or who have worked with your child
7. The child (at age 14 when planning will be done for life after graduation or any time before that age when you want your child to be present)
8. A representative from a vocational-technical school if a vocational-technical school is being considered for the child

The IEP team will review all the evaluation material to determine how the child is performing in school, and write annual measurable goals to meet the child's needs. IEPs for eligible students are developed on an annual basis, or sooner, if requested by one or more members of the IEP

team. The extent of special education services and the location for the delivery of such services are determined by the parents and staff at the IEP team meeting and are based on the student's identified needs and abilities, chronological age and the level of intensity of the specified intervention.

Once the IEP has been developed, a *Notice of Recommended Educational Placement* (NOREP) is issued to the parent. The NOREP explains the placement or class recommended for the child and explains the rights of parents. The NOREP must be approved in writing by the parent for the child's initial special education placement. The Clairton City School District offers a continuum of educational services designed to meet the needs of eligible students. In addition, related services such as specialized transportation, occupational therapy, physical therapy, vision support, deaf and hearing support, nursing services, counseling services, and speech & language support are available to those students who qualify. Detailed information regarding special education procedures may be obtained by calling the Special Education Department.

SERVICES FOR PROTECTED HANDICAPPED STUDENTS

In compliance with state and federal law, the Clairton City School District will provide to each protected handicapped student without discrimination or cost to the student or family; those related aids, services or accommodations which are needed to provide equal opportunity to participate in and obtain the benefits of the school program and extracurricular activities to the maximum extent appropriate to the student's abilities. In order to qualify as a protected handicapped student the child must be of school age with a physical or mental disability, which substantially limits or prohibits participation in or access to an aspect of the school program.

These services and protections for "protected handicapped students" are distinct from those applicable to all eligible or exceptional students enrolled (or seeking enrollment) in special education programs. For further information on the provisions of services to protected handicapped students, contact the Special Education Supervisor at 412-233-9200 ext. 1160.

SERVICES FOR STUDENTS WHO ARE MENTALLY GIFTED

The Clairton City School District provides gifted support services in kindergarten through twelfth grade to mentally gifted students that are consistent with their individual needs, outstanding abilities, and potential for performing at high levels of achievement. Referral for *Gifted Multidisciplinary Evaluation* (GMDE) can be made by the student's teacher or parents/guardians. Parents/guardians may request a GMDE once per school year in writing.

As a first step in District screening, the ESAP Team reviews group-based data to determine students who may display gifted characteristics. The second step is a more intense review of various student performance data, such as standardized and criterion referenced test results, curriculum-based assessments and rating scales as well as parent information that compares the potentially gifted student with the normal peer population. After this more intense review, and after signed parent/guardian permission is received by the District, students who are thought to be gifted are referred for a GMDE that includes an IQ test and valid measures to assess academic functioning, learning strengths, and educational needs. After the GMDE is completed, a *Gifted Written Report* (GWR) is compiled that recommends whether a student is gifted and is in need of specially designed instruction. Then, a *Gifted Individualized Education Program* (GIEP) team meeting is convened to determine whether the student is gifted. If the student is deemed to be mentally gifted, a GIEP is developed. Finally, a *Notice of Recommended Assignment* (NORA) is presented to the parents.

SERVICES FOR STUDENTS WHO ARE ENGLISH LEARNERS

The Clairton City School District offers a K-12 program who are English Learners. The program is designed to provide non-native English-speaking students with the language skills they need to participate successfully in content area classes. To meet this goal, instruction for English Learners addresses the Pennsylvania English Language Proficiency Standards and the Pennsylvania Academic Standards in Reading, Writing, Speaking, and Listening to enable full participation. The emphasis placed on achieving benchmarks is adjusted to the needs of the individual student. An underlying objective is to provide a source of support as the student seeks to understand and adapt to his or her new cultural and academic setting. Instruction is designed to ensure full access to the range of educational opportunities available in the District.

SERVICES FOR STUDENTS IN NONPUBLIC SCHOOLS

Public school education may be accessible to resident students attending nonpublic schools on a dual enrollment basis in a special education program operated in a public school. A multidisciplinary evaluation, which determines the child's eligibility for services must be conducted; and if eligible, an individualized education program plan (IEP) is developed. Parents of nonpublic school students who suspect that their child is disabled and in need of special education may request a multidisciplinary evaluation of their child through a written request to the building principal.