“Others have seen what is and asked why. I have seen what could be and asked why not.”

Robert F. Kennedy
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Welcome to the 2018-2019 school year at the Tyrone Area High School! This handbook is designed to assist both the students and parents/guardians in understanding the services that we offer, as well as the expectations that we have for our students. The Student and Parent Handbook contains information about Our School, the Curriculum and Academic Expectations, Services, the Attendance Policy, the Student Code of Conduct and Regulations, Procedures, and various forms for student use.

Pride, tradition, and excellence have been the standards by which the Tyrone Area School District has operated throughout recent history. As a member of the high school student body, you are challenged to help raise these standards to even higher levels. To accomplish this will take strong individual efforts, positive attitudes, and teamwork.

We encourage all students to take advantage of the many opportunities to get involved in their school and experience personal successes through our challenging curriculum and our wide variety of extracurricular opportunities. Take risks, become involved, challenge and prepare yourself for an exciting year where you will learn and grow.

If you should have any questions, please do not hesitate to contact an administrator, teacher, or other staff member who will be happy to help you.

Here’s to a wonderful and exciting new school year!

Mr. Thomas A. Yoder  Mr. Lucas D. Rhoades
TAHS Principal    TAHS Dean of Student

“It is the policy of the Tyrone Area School District not to discriminate on the basis of sex, handicap, race, and national origin in its educational and vocational programs, activities, or employment as required by Title IX, Section 504, and Title VI. Please direct questions about this policy to Ms. Cathy L. Harlow, Superintendent of Schools, at 814-684-0710 Ext.4123.”
THE WHEN AND WHY OF TYRONE’S GOLDEN EAGLE MASCOT

Did you ever wonder WHEN and WHY the Golden Eagle became Tyrone’s mascot?

The answer to WHEN demands that we journey back to the Tyrone High School of 1934. In that year, in the midst of The Great Depression, Tyrone High held a contest to select an appropriate name for its sports teams. The winning name originated with Senior Samuel N. Burnham Jr. of the Class of 1934. After graduation from Tyrone High, Mr. Burnham (1916-2006) operated the family farm near Birmingham for twenty years, and worked at Engleman’s Greenhouse and O’Rourke’s Upholstery and Market. Eventually, he served sixteen years with the Huntingdon Developmental Workshop, where he became instrumental in securing employment for mentally challenged youth.

By contrast, the answer to WHY requires we travel, not to the Depression Year of 1934, but into our own imagination. Thousands of years ago, philosophers reminded ancient people that if they remained faithful, “they could renew their strength, they could mount up with wings as EAGLES, they could run and be weary, they could walk and not faint.” Perhaps the Tyrone Class of 1934 chose to name Tyrone Sports Teams The Golden Eagles because they imagined that this creature could inspire Tyrone students to renew their minds, to fly energetically over their athletic competitors, to not grow weary with their school classes, and to walk without fainting into all the challenges of life.

130 years ago in 1877, the first Tyrone High School opened with four classrooms where Sheetz now stands. Today as we once again open Tyrone Schools for the new 2018-2019 school year, why not allow the portrait of The Golden Eagle which covers the front of this student handbook to inspire you with a school spirit to remain faithful to your Academic, Athletic, Vocational, and Musical responsibilities in this new school term? Why not energize yourself for the challenges ahead by recalling these lyrics by Carl Strommem, sung so capably by our Tyrone Area High School Choir:

Alone, I Can Fly With The Eagle To The Mountain High,
Race With The Eagle So Far Beyond My Dreams—Like An Eagle, I Will Fly.

Like An Eagle, I Will Soar Above The Clouds,
I Will Spread My Wings And Fly Into The Sun –Like An Eagle, I Will Race Above The Stars.

I Will Fly To Places Yet Unseen,
Go Beyond My Wildest Dreams – Knowing You Are Watching Over Me.

Once again, as Tyrone Area High School opens its doors to all students in this 2018-2019 school year, promise yourself to let the Golden Eagle to watch over you. And in all that you do at this educational institution, let The Eagle inspire you to climb the mountain, soar above the clouds, and go to places yet unseen, as you dream Dreams that are in the pursuit of a good education in this school of champions!

Written by: Richard Merryman
**PART I ~ OUR SCHOOL**

**OUR MISSION**
We establish high standards of learning and expect all students to achieve. Our goal is to facilitate collaboration among staff, parents, and community to create an environment that supports, engages, and challenges students to achieve high levels of success.

In a situation where provisions of the student handbook contradict school board policy, the board policy shall prevail. This handbook is subject to administrative discretion.

**DISCIPLINE PHILOSOPHY**
Tyrone Area High School is committed to every student’s right to an education. Each student has the right to learn, to be secure and to be safe. High school students are expected to be mature, responsible young adults, to act with courtesy and common decency in and out of school, and to dress in a manner that allows them to concentrate fully on educational opportunities provided by the school. Students must respect themselves, respect others and respect their school. It is the student’s responsibility to behave appropriately, and the school community’s responsibility to provide guidance and hold students accountable for their actions.

It is the responsibility of the high school administration to set high standards and expectations for behavior, to monitor student behavior and to intervene in situations that detract from a positive learning environment. The Discipline Code of Conduct supports positive behavior and provides for prevention and correction of misbehavior. The intent of this code is to help guide students so they are prepared to make meaningful and positive contributions to their school, community, and society, both during and after their high school experience.

**STUDENTS RIGHTS AND RESPONSIBILITIES**
Student responsibilities include regular school attendance, conscientious effort in classroom work and homework, and conformance to school rules and regulations. Most of all, students are responsible to share with the administration and faculty a responsibility to develop a climate within the school that is conducive to wholesome learning and living.

No student has the right to interfere with the education of fellow students. It is the responsibility of each student to respect the rights of teachers, students, administrators and all others who are involved in the educational process.

Students should express their ideas and opinions in a respectful manner.

It is the responsibility of the students to conform to the following:
- Be aware of all rules and regulations for student behavior and conduct themselves in accordance with them.
- Be willing to volunteer information in matters relating to the health, safety, and welfare of the school community and the protection of school property.
- Dress and groom to meet fair standards of safety and health, and so as not to cause disruption of the educational process.
- Maintain an educational environment free from all forms of harassment.
- Respect the rights of fellow students.
- Show respect for teachers and staff.
- Be aware that discipline can be doubled if infractions occur while a substitute teacher is teaching class.
- Assume that until a rule is waived, altered, or repeated it is in full effect.
- Assist the school staff in operation of a safe school for all students enrolled therein.
- Be aware of, and comply with, state and local laws.
- Exercise proper care when using public facilities and equipment.
- Attend school daily, except when excused, and be on time to all classes and other school functions.
- Make all necessary arrangements for making up work when absent from school.
- Pursue and attempt to complete satisfactorily the courses of study prescribed by state and local school authorities.
Penned in 1926, by Josephine Derr, the words to the Tyrone High School Alma Mater may sometimes fade from our minds, but the memories made by the students and alumni of Tyrone Area High School will be remembered forever.

Ours is the school to love,
Loyal by her we’ll stand;
Mountains tower over her,
Solemn and grand;
Long may they reign above,
Those Alleghenies fair;
May they ever shelter thee,
Dear old Tyrone High!

When we grow old and gray,
Mem’ries will linger still;
Happy the hours we’ve spent thee,
Their mission shall fulfill;
Life will be sweet and fair,
Joy will awake anew,
May we ever faithful be,
Dear Alma Mater true!

** IMPORTANT PHONE NUMBERS **

<table>
<thead>
<tr>
<th>High School</th>
<th>684-4240</th>
</tr>
</thead>
<tbody>
<tr>
<td>Ms. Cherie Golden</td>
<td>Main Office Ext. 3701</td>
</tr>
<tr>
<td>Mrs. Jeri Patterson</td>
<td>Main/Guidance/Special Ed. Ext. 3703</td>
</tr>
<tr>
<td>Mr. Thomas Yoder</td>
<td>Principal Ext. 3701</td>
</tr>
<tr>
<td>Mr. Lucas Rhoades</td>
<td>Dean of Students/Athletic Director Ext. 3728</td>
</tr>
<tr>
<td>Mrs. Brooke Yaudes</td>
<td>Attendance/Athletic Office Ext. 3708</td>
</tr>
<tr>
<td>Mrs. Karen Raling</td>
<td>Guidance Office Ext. 3704</td>
</tr>
<tr>
<td>Mrs. Tracy Miller</td>
<td>Nurse’s Office Ext. 3710</td>
</tr>
<tr>
<td>Officer Robert “Bub” Dick</td>
<td>School Resource Officer Ext. 3724</td>
</tr>
</tbody>
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** Diversity Commitment **
Diversity encompasses the many ways in which we are different. Our goal is to promote recognition of, appreciation for, and respect for the value of uniqueness which each individual possesses. Such differences include, but are not limited to, race, ethnicity, gender, sexual orientation, disability, religion, and worldview.
PART II ~ CURRICULUM & ACADEMIC EXPECTATIONS

SCHEDULING GUIDELINES AND
ACADEMIC EXPECTATIONS

Graduation Requirements

In order to earn a diploma from the Tyrone Area School District, students must complete/achieve the following objectives:

Successful completion of 24 credits, with a minimum distribution in the following specified content areas:

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<th>CREDIT REQUIREMENTS</th>
<th>GACTC REQUIREMENTS</th>
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<tr>
<td>English</td>
<td>4.0</td>
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<td>Mathematics</td>
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<td>Science</td>
<td>4.0</td>
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<tr>
<td>Social Studies</td>
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<td>Business Procedures Marketing</td>
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<td>Intro to Entrepreneurship</td>
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<td>Business Law</td>
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<td>Eagle Eye News</td>
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<td>N/A</td>
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<td>DE Introduction to Business</td>
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<td>DE Microcomputer Applications</td>
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<td>Video Production 1</td>
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<td>Yearbook</td>
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<td>Health</td>
<td>0.50</td>
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<td>Physical Education</td>
<td>2.0</td>
<td>2.0</td>
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<tr>
<td>Electives</td>
<td>5.0</td>
<td>8.5</td>
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<tr>
<td><strong>TOTAL CREDITS REQUIRED</strong></td>
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1) Demonstration of proficiency on the following Keystone exams: Algebra I, Literature, and Biology.
2) Satisfactory completion of a “The Senior Memoir”
3) Adherence to the school district attendance policy
TESTING INFORMATION
The testing program at the high school encompasses a variety of tests that serve several purposes. While some of these tests are mandated, others are administered as a service to students and their families. Testing information will be provided throughout the school year.

HONOR ROLL CRITERIA
Students will be recognized at the end of each nine weeks grading period for outstanding work. The following criteria will be used to determine these honors:

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<td>High Honor Roll:</td>
<td>90%-100% average GPA by marking period</td>
</tr>
<tr>
<td>Honor Roll:</td>
<td>80%-89% average GPA by marking period</td>
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</table>

GRADUATION HONORS
The Tyrone Area High School will recognize the valedictorian and the salutatorian at commencement exercises based on class rank. Additionally, the following academic accomplishments will be honored for students who earn the following numerical percentages and who complete their graduation projects with honors.

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<th>Weighted Numerical Grade</th>
<th>Numerical Percentage</th>
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<td>Summa Cum Laude</td>
<td>98% or better</td>
</tr>
<tr>
<td>Magna Cum Laude</td>
<td>94%-97%</td>
</tr>
<tr>
<td>Cum Laude</td>
<td>90%-93%</td>
</tr>
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</table>

Regardless of GPA, a student cannot qualify for either honor roll if he/she achieves a grade below 70% in any course.

GRADING SYSTEM
THE FOLLOWING GRADING SYSTEM IS USED IN THE TYRONE AREA HIGH SCHOOL

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NCA (No Credit due to Attendance)

MARKING PERIOD GRADES ARE REPORTED BY PERCENTAGES.
ATHLETIC/EXTRA CURRICULAR ELIGIBILITY REQUIREMENTS

The Tyrone Area School Board has approved eligibility requirements for participation in extracurricular activities that are not a part of the daily assignments. Students involved in athletics, extra-curricular activities, including ski club, must attend a full day of school to participate in the event that evening. Based on the requirements, eligibility is determined as follows:

**Weekly Eligibility Requirements**
- Teachers report names of students who are failing to the Athletic Office each Thursday.
- Students who are failing more than one class are ineligible to participate for the following week. (Sunday through Saturday)

**Marking Period Requirements**
- Students must earn a 70% (C-) average during marking periods 1, 2, and 3.
- Students must earn a 70% (C-) cumulative yearly average to participate in fall activities during the subsequent school year.
- Students may have no more than one failing grade.
- Students must pass a minimum of 4.5 credits.
- Students may miss no more than a total of 20 school days during a semester.
- Ineligibility will last for 15 school days which starts the day the report cards are distributed.

**PLEASE NOTE THAT WEEKLY ELIGIBILITY AND MARKING PERIOD ELIGIBILITY REQUIREMENTS ARE DIFFERENT.**

High School students who are enrolled in the following credit bearing courses may participate in performance-based evening activities:
- Concert Band
- Jazz Band
- Pops Extension
- Concert Choirs
- Newspaper

Students will only be eligible to participate in those performances which comprise a percentage of their marking period grades. No other after school activities are considered part of a credit bearing course. Therefore, students must meet policy requirements in order to participate in them.

**GRADUATION RULES**

In order to earn a TASD diploma, students must complete or achieve the following:

- Demonstration of proficiency on the Keystone Exams (Algebra I, Literature, and Biology)
- Successful completion of 24 credits in specified content areas
- Satisfactory completion of the Senior Project/Memoir
- Satisfactory school attendance that is consistent with school district policy
- To qualify to wear an Honor Cord at graduation, a student must earn a cumulative 90% average, beginning with 9th grade and continuing through the fourth marking period of the 12th grade year.

**SENIORS MUST COMPLETE THE REQUIRED 24 CREDITS IN ORDER TO PARTICIPATE IN THE COMMENCEMENT PROGRAM**

**POST-SECONDARY PREPARATION**

Students who plan to continue their formal education following graduation from high school (i.e. attend college, technical school, nursing school, business college, etc.) should realize that entrance requirements vary from institution to institution. Early exploration of colleges will be advantageous so that high school courses may be selected to meet entrance requirements. High scholastic achievement is essential for entrance to college. Please note that a student's class rank at the end of their junior year will be included on college applications.

Four-year colleges/universities look for students who have completed Algebra I, Algebra II, and Geometry. Some specific majors require trigonometry and calculus as well. Two-year colleges and technical schools also encourage students to have taken at least Algebra I and II. Early exploration of colleges and career pathways will help guide your decision-making process when high school course selections are made. Additionally, two years of a laboratory science (e.g. – Biology, Chemistry, and Physics) should be completed by all students pursuing post-secondary education. Taking two years of the same foreign language is also strongly recommended. In general, college-bound students should challenge themselves with the most academically rigorous courses in which they can succeed.
ADMISSION CRITERIA FOR POST SECONDARY EDUCATION MAY INCLUDE:

- Courses Taken/GPA
- SAT Scores
- Rank in Class
- Counselor/Teacher Recommendations
- Application Questions and Essays
- Personal Interview (if available)
- Activities outside the classroom
- Special Talents, Skills, and Interests

NATIONAL HONOR SOCIETY

- Students must be freshmen, sophomores or juniors and earn a 90% average for three consecutive marking periods of the current school year to be inducted.
- Students must earn a 90% average and complete 30 hours of community service each year to maintain membership.
- Failure to meet either of these criteria for a marking period results in a letter of probation.
- Failure to meet these criteria for two consecutive marking periods results in permanent loss of membership.

INTERIM REPORTS

If a student is having difficulty in any subject and is in danger of failing, parents/guardians should receive an interim report. These reports are sent out in the middle of each nine-week marking period.

It is our desire that all students will work hard during an entire grading period to earn passing grades. It shall be understood that if a student does not receive a mid-quarter interim report for a particular subject, it is still possible to fail a course for the marking period if he/she is not doing passing work at the end of the reporting period.

MIDTERM AND FINAL EXAMINATIONS

Midterm and final exams are integral parts of a course of study. The following regulations will govern these exams:

- The final grade is the result of the cumulative average of a student’s four quarter grades and his/her performance on both the midterm and final examinations. An exam is to be given at the midpoint and at the completion of every course, both semester and year-long.

- The midterm assessment and the final assessment each stand alone with the midterm exam counting for 10% of the final grade and the final examination accounting for another 10% of the final grade. The actual grade for the midterm and final examination will each be printed on the report card.

- The nature of these examinations may vary. Various means of assessment, where appropriate, are strongly encouraged, but in all cases, the midterm and final exams must evaluate mastery of the minimum competencies expected upon completion of the course, as well as mastery of PA academic standards/assessment anchors. All midterm and final exams must be submitted to the principal for review and approval within at least two weeks of the intended date of administration.

- All students in AP courses are expected to take the national AP exam in the respective subject areas. Those students, who choose to take the national AP exam, may be exempted from the local final examination, with their final grade for the course being the average of their percentages for each of the four marking periods and their midterm grade. AP students who take the national AP exam may also choose to take the local final examination with the option of including it as 10% of their final grade, or exempting it, with their final grade for the course being the average of their percentages for each of the marking periods and the midterm, whichever is higher. Students who do not take the national AP exam are required to take the local final examination which will account for 10% of the final grade.

- Students earning a grade of A for each of the four marking periods plus a grade of A for the midterm exam may be exempted at the teacher’s discretion from taking the final exam, with their final grade for the course being the average of their weighted percentages for each of the marking periods and the midterm exam. Should they choose to take the final exam, their final grade for the course will be the average of their percentages for each of the marking periods, the midterm exam, and the final exam.

PARTICIPATION GRADE

Students are to fully participate in all classroom activities. This participation may count for up to twenty-five percent of the student’s grade. Consistent attendance is essential for full participation.

SUGGESTED GRADING SCALE FOR DISCUSSION AND CLASSROOM PARTICIPATION

A. Comments in class demonstrate that the student is doing the reading and came to class prepared to ask well-formulated and critical questions of the text and their peers. This participation demonstrates their mastery of the material. They are also able to listen to their peers and generate insightful and constructive responses to the debates that will ensue. Student discussion skills reflect coherent and sophisticated reasoning.
B. Comments in class demonstrate that student is doing the reading and that they are able to process the main elements of the text. Students are able to generate satisfactory questions, but do not have “critical distance.” They are also able to listen to the comments of their peers and respond with helpful feedback. Whether they agree or disagree with their peers they are able to generate constructive questions with basic reasoning skills.

C. This grade will reflect students who have done the reading but have made no extra effort to step back and untangle difficulties, reflect, or question. Students might make frequent comments or make frequent comments without relating them directly to the discussion at hand.

D. Students who do not do the reading will receive a D grade for participation. This especially includes students who pretend to have done the reading and waste discussion time by commenting on material with which they are unfamiliar. This also includes students who do not follow rules of respect and politeness with regard to opposing opinions. (Please recognize that they understand that on occasion students will be prevented by some natural disaster from doing the reading. This does not mean that they will receive a D grade, nor does it mean that they should not participate in the discussion. In the event that the student was unable to do the reading, please just let them know that you will take it into account. You will respect that fact that they attempt to communicate with you. Students should also take this into account when leading the discussion.)

As with the technique introduced, it will be important for the teacher to model and give multiple examples, as well as, opportunities to practice skills. In any event daily classroom activities should involve all students and necessitate their full participation. While the participation part of the grade should not be more than 25% of the total 9-week grade, it should be one of the major reasons a student wants to be in a class.

**HOMEWORK GUIDELINES**

Homework is defined as any work planned or approved by the teacher to be completed by the student outside of the regular classroom without the immediate and direct supervision of the teacher. The teachers in the Tyrone Area High School have primary responsibility for assigning, monitoring, and evaluating the students’ homework.

The Tyrone Area High School advocates the concept of homework to provide an additional positive learning opportunity that enhances home/school communication. Homework should be perceived as a function that supports learning and should not be assigned as busy work or as punishment. Furthermore, homework assignments are to address the individual academic and career goals of all students. More specifically, homework is (1) To provide an extension of classroom learning. (2) To reinforce skills in subject areas. (3) To prepare students for subsequent classroom instruction. (4) To develop individual initiative, self-discipline, and responsibility. (5) To develop good study habits and study skills.

In determining homework assignments, keep in mind the following:

- All teachers will examine the use of homework.
- Homework needs to be done. It is not optional.
- Homework should be reasonable in length (1 ½ to 2 hours depending on grade level per night total from all teachers for high school students).
- Homework should be given in small increments and should not be overwhelming for students.
- Homework should be practice of information already taught.
- Homework should be used (and not just collected) in class and teachers should go over homework the next day.
- Homework needs to count with either a percentage of the overall grade, or using a value-added approach.
- Homework should not simply be uncompleted class assignments.

1. **Students should:**
   - Be aware of the homework policy and guidelines of the Tyrone Area High School.
   - Assume responsibility to produce original work.
   - Complete all assignments in the allotted time frame.
   - Arrange to make up missed assignments as required by the teacher(s).
   - Ask for further explanation if original directions are not completely understood.
   - Assume responsibility for remembering and/or recording assignments.
   - Initiate the request for help when needed.
   - Know the completion date and the specific format required by the teacher for completing the assignment.
   - Complete assignments neatly and legibly.
   - Maintain good study habits.
   - Budget time for short-term, as well as, long-term assignments.
   - Communicate with parents and teachers concerning problems with assignments.

2. **Parents should:**
   - Become familiar with the homework policy and guidelines of the Tyrone Area High School.
   - Provide an area that is conducive to learning.
   - Help motivate and/or assist the student to fulfill homework responsibilities without doing it for him/her.
   - Establish regular study time.
(e) Develop a suitable study schedule.
(f) Communicate with teachers concerning problems with or questions about homework.
(g) Cooperate with the teacher in reinforcing the value of homework.
(h) Help your child set a limit to extracurricular activities when the activities interfere with homework and study time.

MAKE-UP WORK GUIDELINES
Students must be given the opportunity to make up missed work and tests after any absence. If the student has been absent for more than one day, it is unreasonable to insist that they make up a missed test on the day they return to school. Most students do not study for a test until the day before it is given; even when they have been given advanced notice. Therefore, it is unlikely that the students would have the necessary notes, text, etc., with them at home to prepare for a test if they have been absent two or more days before the test is given. Allow them at least one additional day to prepare before insisting that they take the test, and more time if their absence was extended.

If a student is suspected of being deliberately absent on test days, the teacher will report the situation to guidance so that a conference can be held with the student. If absences continue, ask guidance to report the problem to administration. The following guidelines should be used for make-up work:

- It is the responsibility of the student, upon returning to school, to contact the teacher for make-up work and to complete that work.
- It is the responsibility of each teacher to provide make-up work for absences.
- A student will be given a reasonable amount of time for make-up work. Generally, a student will be given two days after a single day’s absence and five days after two or more days absent, unless the student was already aware of the assignment. Teachers may use their discretion to further extend the amount of time for make-up work.
- If a student fails to complete a test/assignment that has been rescheduled by a teacher due to an absence, the grade automatically becomes a zero.
- If a student arrives late to school, he or she is responsible for contacting the teacher that day to take any test scheduled or submit work due that day.
- Failure of the student to contact the teacher or make up the work within the time allotted will result in a zero for a grade.
- Students may make up all work missed during a suspension from school within the allotted time established above.
- Grades of students will not be lowered for disciplinary reasons. A “class participation” grade may be lowered if the students’ lack of attendance prevents him/her from making a meaningful contribution to class. Both student and parent should be informed of this circumstance, as well as, the Principal.

A teacher may use professional judgment in granting exceptions to these rules.

It is the high school’s goal to move all students towards successful completion of assignments and assessments.
Some students may need additional teacher assistance in reaching this goal.

Homework collection (extended absence). If it is known that a student is going to be absent for an extended period of time (a minimum of three school days), the counseling office will collect the assignments from teachers. Assignments will be available for pick-up at 3:15 the FOLLOWING school day. Students who wish to expedite this process are encouraged to email their teachers directly to request assignments for excused absences, regardless of duration. Email addresses for all teachers are available on the TASD website (www.tyrone.k12.pa.us).

ACADEMIC SUPPORT SERVICES
Academic support services are available for high school students who encounter academic difficulty with their classes. Services may include tutoring with subject teachers, peer tutoring, referral to an academic support teacher, or to a structured study hall. After-school Academic Support will also be available several days a week. Students and/or parents can seek referral for Academic Support through the student’s advisor or guidance counselor.
REPORT CARDS

Report cards are a measure of student progress throughout the school year. They are issued four times per year at the end of each nine-week marking period. If questions arise concerning grades, contact either the teachers or the appropriate guidance counselor. Absentee or duplicate report cards may be obtained in the Main Office.

The following is a listing of comments which are used by the faculty on the report cards:

<table>
<thead>
<tr>
<th>Comments</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Conscientious student</td>
</tr>
<tr>
<td>2</td>
<td>Puts forth effort</td>
</tr>
<tr>
<td>3</td>
<td>Shows improvement</td>
</tr>
<tr>
<td>4</td>
<td>Interested in this subject</td>
</tr>
<tr>
<td>5</td>
<td>Cooperative</td>
</tr>
<tr>
<td>6</td>
<td>Shows originality</td>
</tr>
<tr>
<td>7</td>
<td>Aptitude in this area</td>
</tr>
<tr>
<td>8</td>
<td>Good project</td>
</tr>
<tr>
<td>9</td>
<td>Good note-taking skills</td>
</tr>
<tr>
<td>10</td>
<td>Habitually tardy</td>
</tr>
<tr>
<td>11</td>
<td>Cuts class</td>
</tr>
<tr>
<td>12</td>
<td>Puts forth little effort</td>
</tr>
<tr>
<td>13</td>
<td>Poor test grades</td>
</tr>
<tr>
<td>14</td>
<td>Talks too much</td>
</tr>
<tr>
<td>15</td>
<td>Wastes time</td>
</tr>
<tr>
<td>16</td>
<td>Poor attitude in this class</td>
</tr>
<tr>
<td>17</td>
<td>Disrupts the class</td>
</tr>
<tr>
<td>18</td>
<td>Unprepared for class</td>
</tr>
<tr>
<td>19</td>
<td>Doesn’t participate in class</td>
</tr>
<tr>
<td>20</td>
<td>Takes poor notes</td>
</tr>
<tr>
<td>21</td>
<td>Doesn’t complete assigned work</td>
</tr>
<tr>
<td>22</td>
<td>Irregular attendance</td>
</tr>
<tr>
<td>23</td>
<td>Parent-teacher conference desired</td>
</tr>
<tr>
<td>24</td>
<td>Doesn’t work up to ability</td>
</tr>
<tr>
<td>25</td>
<td>Doesn’t make up tests when absent</td>
</tr>
<tr>
<td>26</td>
<td>Doesn’t make up work when absent</td>
</tr>
</tbody>
</table>
The development of Career Pathways is a re-organization of the high school curriculum that reflects how electives are related to career clusters. A career pathway at Tyrone Area High School is a program of study leading to a group of related careers requiring similar interests, abilities, and basic education in order to pursue postsecondary training or employment. Five career pathways have been identified at Tyrone Area High School:

- Arts and Communication
- Health, Science, and Agriculture
- Engineering, Math, and Industrial Technology
- Social and Human Services
- Business, Finance, Information Technology, and Entrepreneurship

A career pathway is not a choice of a college or a decision to attend college. Within each pathway are multiple careers that require differing amounts of post-secondary education. Some careers within the pathway require four or more years of college, some require a two-year associate or technical degree, some a specialized training program or apprenticeship, and a very few can be entered directly from high school. A student’s post-secondary plans will be determined through the development of a more specific career goal, which begins with the selection of a particular career pathway and then subsequent exploration of the occupations within that pathway.

The purpose of Career Pathways is to provide opportunities throughout high school for students to explore careers that interest them. Although the process of career development is unique to each student, everyone will have the opportunity to identify his/her interests and abilities and how these relate to various careers. Students will receive educational advising regarding the selection of electives to match interests and also have the opportunity for such activities as job shadowing, attending various postsecondary and business fairs and expos, and hearing career-related speakers. In 9th grade, students will take four career pathway exploratory quarter courses (12 are offered) in order to help them begin exploring career interests. Then, in grades 10-12, in addition to the required academic courses, students can choose career and technology electives, foreign language, or more advanced science and math courses to prepare them for postsecondary education or employment.

Career Education and Work Standards
The Pennsylvania Department of Education has established the Academic Standards for Career Education and Work. These standards state that students should graduate from high school, prepared to enter postsecondary education or employment, with proficiency in the following four areas:

- Career Awareness and Preparation
- Career Acquisition (Getting a Job)
- Career Retention and Advancement
- Entrepreneurship

These standards support the efforts of Tyrone Area High School in preparing students through Career Pathways.

Golden Eagle Advisory Program
The Advisory Program is to provide students and their parents with a more personalized educational structure. Students will be assigned to a teacher-advisor in grade-level groups of 15-20 for their school year. The focus of the Advisory Program will be student advocacy. Advisors will individually conference with each student to review his/her grades and assignments on Sapphire. If students are having difficulty in a subject, the advisor can refer them to Academic Support, to that subject teacher, or to Guidance to discuss other options.

Students will receive .5 credit on a Pass-Fail basis for the Advisory Program. Criteria for a passing grade include a cooperative attitude, participation, and completing the required activities.

Because a student’s advisor will be monitoring academic progress on a regular basis, parents are encouraged to contact the advisor if they have any questions or concerns regarding their student’s academic performance. This can be done through email, a phone call, or by making an appointment. Of course, parents are also welcome to contact course instructors or the Guidance Office with questions or concerns.
PART III ~ SERVICES

GUIDANCE SERVICES
The Guidance Department provides support and services to students in grades 9 to 12 and beyond in order to promote success with academic, personal/social, and career development. Students are welcome to visit the Guidance Office during the school day or before/after school by appointment. Communicating with and/or securing a signed hall pass from Guidance staff or a classroom teacher is required prior to visiting the Guidance Office.

Services include:
- Registration and orientation of new students
- Assistance with student course selection and planning
- Graduation planning and tracking
- Career development planning
- Administration and interpretation of standardized tests
- Post-secondary education planning
- Maintenance of permanent records for all students
- Completion of transcripts and letters of recommendation
- Individual and group counseling
- Identification and facilitation of Academic Support needs and requests
- Referrals to appropriate in-school resources and outside agencies for students as needed

Guidance Counselor:
Mrs. Campbell Grade 9
Mrs. Johannides Grades 10 – 11 – 12
Ms. Sarah White Career Counselor

OTHER COUNSELING SERVICES
The Guidance Department offers the following additional services:
- addressing student issues (social, emotional and behavioral concerns)
- mediating peer to peer, student to teacher and student to parent
- making referrals to appropriate agencies to support students
- making recommendations for dealing with anger, depression, substance abuse, etc.
- providing resources within the school to meet student needs
- designing and implementing groups which address identified student concerns
- identifying learning needs and providing the appropriate adaptations
- providing counseling services for AEP students

HOME SCHOOL VISITOR/SOCIAL WORK SERVICES
Tyrone Area School District offers student and family support through its Home School Visitor, School Social Worker, Mrs. Molly Stroup. The Home School Visitor is a licensed social worker whose role is to be a liaison and often a primary contact between the school and the student and his/her family. The Home School Visitor helps the student to maximize educational opportunities; develop strategies for self-control, anger management and coping with stress; helps the student increase self awareness and to develop decision-making skills. The Home School Visitor helps parents increase effective participation in their child’s education; better understand the social/emotional needs of their child and how those needs impact learning. The Home School visitor helps parents increase awareness of school resources and community resources and facilitates referrals to those resources when requested. The Home School Visitor helps the school to understand the cultural, economic, family and health factors impacting the child’s readiness to learn; provides representation at internal and external team meetings about the child and relates parent requests to staff and staff requests to parents in the best interest of the child. The Home School Visitor helps the community by promoting a caring school climate, by active participation in developing prevention initiatives and advocating for social justice, by providing classroom and community presentations, and by contributing to the success and well-being of young community residents throughout their educational process.
HOMEBOUND INSTRUCTION
Homebound instruction will be provided for students who are absent from school for an extended period of time because of serious illness or operations. This service cannot be provided, however, until the school receives a letter from the student’s physician. This physician’s excuse is subject to review quarterly.
- The physician’s letter must include a recommendation for homebound instruction as well as the diagnosis, prognosis, and estimated length of time that the student must remain at home. Contact the Main Office for more information.
- Students on homebound instruction will not be permitted to participate in extra curricular activities, field trips, sports, sporting events, dances, or proms.
- Students on homebound instruction will not be permitted to attend the Altoona Career and Technology Center.

SPECIAL EDUCATION DEPARTMENT
CHAPTER 14/IDEA
The Special Education Department provides programs and services in accordance with the Individuals with Disabilities Education Act (IDEA) and PA Chapter 14 Special Education Programs for students with disabilities. A child with a disability means a child who as the result of a multidisciplinary evaluation is determined to meet the criteria in one or more of the following categories: intellectual disability, a hearing impairment including deafness, a speech or language impairment, a visual impairment including blindness, serious emotional disturbance, an orthopedic impairment, autism, traumatic brain injury, an other health impairment, a specific learning disability, deaf-blindness, or multiple disabilities and who is determined to need special education and related services.

Related services are designed to enable the child to participate in or access his or her program of special education. Examples of related services are speech and language therapy, occupational therapy, physical therapy, nursing services, audiologist services, counseling, and family training.

The following definitions apply to the 13 categories of exceptionality as defined by IDEA:

Autism means a developmental disability significantly affecting verbal and nonverbal communication and social interaction, generally evident before age 3 that adversely affects a child's educational performance. Other characteristics often associated with autism are engagement in repetitive activities and stereotyped movements, resistance to environmental change or change in daily routines, and unusual responses to sensory experiences. The term does not apply if a child's educational performance is adversely affected primarily because the child has an emotional disturbance.

Deaf-blindness means concomitant hearing and visual impairments, the combination of which causes such severe communication and other developmental and educational needs that they cannot be accommodated in special education programs solely for children with deafness or children with blindness.

Deafness means a hearing impairment that is so severe that the child is impaired in processing linguistic information through hearing, with or without amplification that adversely affects a child's educational performance.

Emotional disturbance means a condition exhibiting one or more of the following characteristics over a long period of time and to a marked degree that adversely affects a child's educational performance:

(i) An inability to learn that cannot be explained by intellectual, sensory, or health factors.
(ii) An inability to build or maintain satisfactory interpersonal relationships with peers and teachers.
(iii) Inappropriate types of behavior or feelings under normal circumstances.
(iv) A general pervasive mood of unhappiness or depression.
(v) A tendency to develop physical symptoms or fears associated with personal or school problems. The term includes schizophrenia. The term does not apply to children who are socially maladjusted, unless it is determined that they have an emotional disturbance.

Hearing impairment means an impairment in hearing, whether permanent or fluctuating, that adversely affects a child's educational performance but that is not included under the definition of deafness in this section.

Intellectual disability means significantly sub average general intellectual functioning, existing concurrently with deficits in adaptive behavior and manifested during the developmental period that adversely affects a child's educational performance.
**Multiple disabilities** means concomitant impairments (such as intellectual disability-blindness, intellectual disability-orthopedic impairment, etc.), the combination of which causes such severe educational needs that they cannot be accommodated in special education programs solely for one of the impairments. The term does not include deaf-blindness.

**Orthopedic impairment** means a severe orthopedic impairment that adversely affects a child's educational performance. The term includes impairments caused by congenital anomaly (e.g., clubfoot, absence of some member, etc.), impairments caused by disease (e.g., poliomyelitis, bone tuberculosis, etc.), and impairments from other causes (e.g., cerebral palsy, amputations, and fractures or burns that cause contractures).

**Other health impairment** means having limited strength, vitality or alertness, including a heightened alertness to environmental stimuli, that results in limited alertness with respect to the educational environment, that-

(i) Is due to chronic or acute health problems such as asthma, attention deficit disorder or attention deficit hyperactivity disorder, diabetes, epilepsy, a heart condition, hemophilia, lead poisoning, leukemia, nephritis, rheumatic fever, and sickle cell anemia; and

(ii) Adversely affects a child's educational performance.

**Specific learning disability** means a disorder in one or more of the basic psychological processes involved in understanding or in using language, spoken or written, that may manifest itself in an imperfect ability to listen, think, speak, read, write, spell, or to do mathematical calculations, including conditions such as perceptual disabilities, brain injury, minimal brain dysfunction, dyslexia, and developmental aphasia.

(i) Disorders not included. The term does not include learning problems that are primarily the result of visual, hearing, or motor disabilities, of intellectual disability, of emotional disturbance, or of environmental, cultural, or economic disadvantage.

**Speech or language impairment** means a communication disorder, such as stuttering, impaired articulation, a language impairment, or a voice impairment, that adversely affects a child's educational performance.

**Traumatic brain injury** means an acquired injury to the brain caused by an external physical force, resulting in total or partial functional disability or psychosocial impairment, or both, that adversely affects a child's educational performance. The term applies to open or closed head injuries resulting in impairments in one or more areas, such as cognition; language; memory; attention; reasoning; abstract thinking; judgment; problem-solving; sensory, perceptual, and motor abilities; psychosocial behavior; physical functions; information processing; and speech. The term does not apply to brain injuries that are congenital or degenerative, or to brain injuries induced by birth trauma.

**Visual impairment** including blindness means an impairment in vision that, even with correction, adversely affects a child's educational performance. The term includes both partial sight and blindness.

Special education services are provided according to the primary educational needs of the child, not the category of disability. The types of services available are (1) learning support, for students who primarily need assistance with the acquisition of academic skills; (2) life skills support, for students who primarily need assistance with development of skills for independent living; (3) emotional support, for students who primarily need assistance with social or emotional development; (4) deaf or hearing impaired support, for students who primarily need assistance with deafness; (5) blind or visually impaired support, for students who primarily need assistance with blindness; (6) physical support, for students who primarily require physical assistance in the learning environment; (7) autistic support, for students who primarily need assistance in the areas affected by autism spectrum disorders; and (8) multiple disabilities support, for student who primarily need assistance in multiple areas affected by their disabilities.

Related services are designed to enable the child to participate in or access his or her program of special education. Examples of related services are speech and language therapy, occupational therapy, physical therapy, nursing services, audiologist services, counseling, and family training.

**CHAPTER 15/SERVICE AGREEMENTS**

The Special Educational Department ensures students who have a physical or mental impairment have equal opportunity to participate in school programs and extracurricular activities to the maximum extent appropriate. We will provide each 504 eligible student enrolled in our district those related aids, services, or accommodations which are needed to afford the student equal opportunity to participate in and obtain the benefits from the school programs and extracurricular activities without discrimination, and to the maximum extent appropriate to the student's abilities.
To meet the criteria for services under Chapter 15, a student needs to be identified as a student with a disability. In order to meet these criteria, a student must be of school age and have a physical or mental disability that substantially limits or prohibits participation in or access to an aspect of the student's school program.

If, through an evaluation, the parents and the district agree that the student needs to have a service agreement (504 Plan), then the service agreement is written and executed. The service agreement specifically states the related aids, services, and accommodations that the student will receive, and the date the services will begin and end. If appropriate, a service agreement should also identify procedures to occur in the event the student has a medical emergency.

CHAPTER 16/GIFTED PROGRAM

The Tyrone Area School District is committed to providing programs that lead to the success of every child. Recognizing the unique talents, needs, and aspirations of each child, all stakeholders, including teachers, parents, students, and the community, work together in a partnership to identify resources and design the instructional strategies required for children to fulfill their potential. Schools are designed and operated first and foremost for the benefit of students, providing developmentally appropriate, welcoming, and nurturing environments.

As a part of the above vision, TASD is committed to providing gifted education services that are designed and implemented in order for gifted students to demonstrate growth and progress. We believe that gifted programming must be integrated into the regular school program so that there is challenge throughout the school day, not just during a few hours a week. In order to best serve our gifted population, our district:

• Provides an appropriately differentiated instructional program responsive to student ability and learning needs
• Assists students in achieving maximum use of potential to achieve personal success
• Provides a continuum of program service options
• Addresses the social and emotional needs of diverse gifted students
• Supports an educational environment that challenges gifted learners and enables students to perform at levels of excellence
• Facilitates the development of self-directed learners

Program Goals

We believe that our best chance to provide instruction that challenges all students to perform at individual levels of excellence will come from cultivating the common ground between gifted education and general education.

1. To integrate gifted education into the total school program through service options that are flexible, dynamic, and inclusive.
2. To create a learning environment that values and nurtures intellectual ability, creativity, and decision making by providing an array of service options which supports individual growth at varying levels of abilities, needs, and interests.
3. To develop an identification procedure using multiple criteria to appraise student need for differentiated services and the kind of services needed.
4. To provide a comprehensive staff development program to enable teachers to more appropriately serve the needs of advanced learners.
5. To involve parents and other community members in the effort to enrich and extend the learning opportunities for advanced learners inside and outside the school.
6. To differentiate and enrich the core curriculum to challenge the advanced learner. We endorse the following working definition of differentiation (Carol Tomlinson, 1995): “…consistently using a variety of instructional approaches to modify content, process, and/or products in response to learning readiness and interest of academically diverse students.”
7. To provide opportunities for acceleration in order to allow high ability students to move through material at the pace appropriate for their abilities.
8. To use flexible grouping options to give advanced learners peer support and chances to work together without separating them from the rest of their classmates.

9. To progress-monitor student growth as a means of both student and district accountability.

10. To encourage collaboration among teachers in the same and different schools through flexible schedules, staff development, and administrative support.

For additional information please contact the Special Education Office at (814) 684–0710 x 4120.

Faith Everhart, Secretary
(814) 684-0710 x4120
faeverhart@tyrone.k12.pa.us

DUAL ENROLLMENT PROGRAM
Tyrone Area High School students are afforded a unique opportunity to take dual enrollment college classes at the high school and participating post-secondary institutions. Requirements will vary based on the course offering requested.

Tyrone Area High School offers classes, taught by TAHS faculty, for college AND high school credit. Also, qualifying students have the option to attend college classes on the following college campuses: Juniata, Penn State Altoona, and Penn State University Park.

NOTE: There is no guarantee that your college course credits will transfer to the college you plan to attend after high school. Contact your chosen college’s admissions office if you have questions about credits that will transfer.

DE courses will appear on the student’s high school transcript, along with the grade and credit earned. Students are responsible to pay for the college credits if they wish to earn a college credit for the course.

You must attend the college course meeting held by the Guidance Office for students interested in college campus dual enrollment. The meeting is held following scheduling sessions in March. You will be given a booklet of instructions which includes admission criteria and registration information. You cannot register for a college class without meeting with your counselor.

SCHOOL-TO-WORK
School-To-Work options at Tyrone Area High School center on Career Exploration and a Work Experience Program. Career Exploration includes: the School-to Work Program, guidance-directed computer programs, career speakers, assemblies, college visits, and information disseminated during the Advisory period.

Supervised work experiences are also available to seniors and qualified juniors through the Cooperative Education/Diversified Occupations Program and the Pennsylvania Careers Program listed in the Career Education section of this guide.

ESL PROGRAM
The English as a Second Language Program (ESL) at Tyrone Area High School is designed to meet the needs of students who come from linguistically and culturally diverse backgrounds. Each student is offered support in the following ways: annual language proficiency testing (Bilingual Verbal Ability Test), one-on-one or small group instruction in English, modified tests and study materials, study skills tutoring, homework help, and cultural support.

Each individual student may take advantage of ESL support as needed and as teachers determine necessary. Classroom teachers who instruct English Language Learners also have the opportunity to collaborate with the ESL teacher on matters of modified instruction.

SUMMER SCHOOL
A student who has failed certain course/s can make those courses up at summer school through the Tyrone Area High School. The need to take multiple classes or courses not available within the Tyrone Area Summer School Program may be taken at other qualified educational institutions at a cost to the parent/guardian or student. Summer school information will be mailed home by the Main Office staff at an appropriate time at the end of the school year. It is the parents’ and student’s responsibility to complete the necessary paperwork to register for summer school. In addition, it is the parent’s and student’s responsibility to pay the costs associated with attendance in any summer school program.

Grades for courses remediated during summer school will be placed on the student’s high school transcript. The grade received in the summer school course will determine whether or not the student has passed the course or has the necessary pre-requisite average to continue in the subject area.
The Tyrone Area School District provides a Student Assistance Program to identify students having difficulty in school because of problems related to substance abuse and/or mental health issues. Students identified as being "at-risk" will be assessed and, when necessary, referred for professional help.

SAP is…
♦ an identification program
♦ an intervention program
♦ a referral program

SAP is not….
♦ a counseling program
♦ a treatment program
♦ disciplinary consequences

* The Student Assistance Program was designed to connect students experiencing substance abuse problems, suicide issues, or other mental health concerns with appropriate information and counseling services. The task of the Student Assistance Program is to monitor students experiencing difficulty in school. The team gathers data for the assessment of students' needs for help and counseling.

* Referrals to the Student Assistance Program may be made by school personnel, parents, and/or students. Students who violate the District's Drug and Alcohol Policy will automatically be referred to the Student Assistance Program. Recommendations from the Student Assistance Team regarding drug and alcohol violations will be binding.

* Students referred to the program may receive professional counseling at appropriate drug and alcohol and/or mental health agencies that serve the Tyrone Area School District. All information concerning students who are referred to the program will remain CONFIDENTIAL.

When to Make a Referral…
It may be time to refer yourself or a friend if you notice the following signals:
A. Drop in grades
B. Cutting school
C. Change in personal appearance
D. Erratic behavior
E. Physical symptoms – runny nose, watery eyes, frequent illness, listlessness
F. Illegal activities – theft, selling/buying drugs, extorting money, etc
G. Family problems
H. Visible signs or talk of harm to oneself

How to Make a Referral…
1. Talk to a Guidance Counselor
2. Talk to a Dean of Students or Principal
3. Or complete a referral form available in the guidance office

FREQUENTLY ASKED QUESTIONS ABOUT SAP

Who finds out?
Only a small group of trained and concerned teachers, counselors and administrators, who keep it confidential.

How do I find out if my friend gets help?
You won’t unless he/she tells you because it’s confidential.

Do their parents find out?
Usually, but not always, it depends on the situation.

Will my friend know who referred him or her?
No, it is anonymous.

Will my friend get into trouble or get consequences from school?
No, SAP is here to help.

HEALTH SERVICES
The school nurse and/or her assistant are available in the Health Suite throughout the school day. Access to the Health Suite is limited to “emergencies only” during first and last period each day.

A student becoming ill during the school day shall obtain a pass from his or her current teacher and then report to the Health Suite for evaluation and treatment. Written passes are not required for true emergencies or chronic health concerns such as diabetes. If severe
symptoms of illness or injury are present, the nurse or her designee will make arrangements with the parent or authorized emergency contact for possible transport home or for further medical evaluation. Students may **NOT** make such arrangements on their own without the appropriate nursing or administrative permission, and will be subject to discipline if they do so.

A student with significant signs of illness when he or she arises in the morning should be kept at home. Examples include:

- Fever of 100 degrees or higher; the student needs to stay home for 24 hours after the temperature returns to normal
- Vomiting and/or diarrhea
- Persistent, uncontrollable cough
- “Flu” symptoms, such as those above, plus extreme fatigue, body aches, headache, runny nose, sore throat
- Any undiagnosed rash; the student needs to see a physician before returning to school
- Red, irritated eyes with pus-like or excessive watery drainage; student may return 24 hours after treatment and/or there is no drainage or irritation
- Head lice; student must be checked by the nurse and be nit free before returning to school
- Strep throat; may return 24 hours after antibiotic treatment
- Scarlet fever; may return 24 hours after antibiotic treatment
- Tonsillitis; may return 24 hours after antibiotic treatment
- Chicken Pox; may return in 6 days from the last crop of vesicles
- Impetigo; may return when pustules have healed and judged and non-infectious
- Ring worm; may return when judged non-infectious by physician, may attend if area is completely covered
- MSRA skin infection; may return after treatment initiated and cleared for return by physician, may attend if area is completely covered

Reporting to school in such situations is potentially dangerous to the ill student and exposes numerous others to disease as well. It is not the responsibility of the school nurse to provide a diagnosis or second opinion. The parent is responsible for obtaining any necessary medical care for his/her child.

Should the student report to school and need to be sent home at the beginning of the day, the student will be counted as absent for the entire day.

Naloxone nasal spray, also known as Narcan, is available in the Health Suite to treat acute opioid overdose. Nurses at school and school police officer have been trained in its use.

Signs of an opioid overdoses include one or more of the following:

- A person who will not wake up or respond to voice or touch
- Breathing that is very slow, irregular or absent
- Very small pupils, sometimes called “pinpoint”
- Fingernails and lips appear blue or purple
- Slow heartbeat and/or low blood pressure

Students or staff suspecting an opioid overdose in another person should **immediately** contact the school nurse or school police officer by phone, radio, or in person.

Persons who report a suspected overdose using their real name and who remain with the overdosing person until emergency medical service or law enforcement arrive are protected from criminal prosecution by law, as is the person whose overdose they report. Persons who administer naloxone in overdose emergencies are similarly protected from civil liability.

**USE OF MEDICATIONS**

Administering medication during the school day is not recommended unless not doing so would jeopardize the student’s health or prevent the student from attending school. All medications must be administered in the Health Suite, except as noted in the next paragraph. Medications given at school must comply with the following:

1. A written order from the physician must identify the name of the drug, dosage, purpose, date and times to be given.
2. The parent must authorize in writing that the medication be given in school according to the physician’s instructions. Forms are available from the school nurse.
3. The medication must be provided to the nurse in a container appropriately labeled by the pharmacy or physician.

For their safety, students requiring rescue inhalers for asthma or Epipens for severe allergic reactions (usually for bee stings or certain foods) are to keep those items in their possession. Again, written documentation is required from the parent or physician. Forms are available from the school nurse.

Acetaminophen (generic Tylenol) may be given by the nurse to students experiencing minor discomforts, with written permission from a parent. Students may not keep this or any other oral medication in their possession.
LIBRARY SERVICES

The Library is a learning center, which provides a wide range of books, magazines, audio-visual materials, professional services, and facilities to complement the instructional program of the high school. Students may use the Library for:

♦ Reference or research work (assigned or independent).
♦ Checking-out or returning materials.
♦ Individualized instruction assignments.
♦ Leisure reading of books, magazines, etc. (unless the center is over crowded).

Students interested in going to the library during the school day will need to acquire a pass to go the library. The Library is also open in the morning between 7:45 a.m. and 8:10 a.m. Students may come to the Library during any regularly scheduled study hall period, provided they have followed the correct library/study hall sign-out procedure.

LIBRARY EXPECTATIONS

When visiting our library, students are expected to conduct themselves in an appropriate and respectful manner or the student will be asked to leave and subject to disciplinary consequences. The library must remain quiet and conducive to learning.

QUIET STUDY

Quiet Study is a place for students to go to study, complete assignments, and work where it is quiet and conducive to learning. A staff member will be there to help students with difficult assignments and provide some basic interventions.
PART IV ~ ATTENDANCE POLICY

ATTENDANCE

Experience and research provide evidence that regular school attendance and sound academic achievement are related. The importance of time on task in reaching the district's educational goals can hardly be overestimated. Student attendance and tardy patterns are very important indicators of potential student success. Students who fail to attend class usually are unable to perform satisfactorily in their classes and are unable to benefit from class interactions and activities. Potential employers carefully review high school records, and students with records of excessive absence and tardiness are usually considered undependable and poor prospects for employment.

The Tyrone Area High School requires that all students enrolled in the district schools attend school regularly in accordance with the laws of the state. The educational program offered by this district is predicated upon the presence of the student and requires continuity of instruction and classroom participation. The regular contact of students with one another in the classroom and participation in a well-planned instructional activity under the tutelage of a competent teacher are vital to this purpose.

EXCLUSIONS FROM SCHOOL

Exclusion from school may take the form of suspension or expulsion. Suspension is exclusion from school for a period from one (1) to ten (10) consecutive school days.

1. Suspension may be given by the building administrator or person in charge of the public school.
2. No student shall be suspended until the student has been informed of the reasons for the suspension and given an opportunity to respond. Prior notice of the intended suspension need not be given when it is clear that the health, safety, or welfare of the school community is threatened.
3. The parents and the superintendent of the district shall be notified immediately in writing when a student is suspended.
4. If the suspension will exceed three (3) school days, the student and parent shall be given an opportunity for an informal hearing.
5. Students shall have the responsibility to make up exams and work missed while being disciplined by suspension and shall be permitted to complete these assignments within guidelines established by the School Board.
6. A parent conference may be required before readmission.
7. Suspension carries the restriction that the student is excluded from all extra-curricular activities including school functions, interscholastic athletic events, and academic representation of the school both as a participant or spectator until midnight of the last day of suspension.
8. Special needs students will fall under IDEA Regulations as authorized.

Expulsion is exclusion from school by the School Board for a period exceeding ten (10) school days and may be permanent expulsion from the school rolls. All expulsions require a prior formal hearing.

FREE EDUCATION AND ATTENDANCE

All persons residing in this Commonwealth between the ages of 6 and 21 years are entitled to a free and full education in the Commonwealth’s public schools. Parents or guardians of all children between the ages of 8 and 17 are required by the compulsory attendance law to ensure that their children attend an approved educational institution, unless legally excused. Students who have not graduated may not be asked to leave school merely because they have reached 17 years of age if they are fulfilling their responsibilities as students.

A student may not be excluded from the public schools or from extracurricular activities because:

The student is married or pregnant
The student has a disability as identified by Chapter 15 (relating to protected handicapped students).
The student is identified under Chapter 14 (relating to special education services and programs).

A student can miss a maximum of twelve (12) days of school, whether the absences are excused by a parental note, medical with a doctor’s excuse, or an illegal absence. The doctor’s excuse is to indicate that the student had a medical condition that interfered with the student’s ability to attend school on the date of the absence(s) in question. All absences beyond twelve (12) cumulative days shall require an excuse from a licensed physician or the absence will be considered unlawful or unexcused. If a student misses due to surgery, extra days will be provided for parental excuses.

If a student misses more than twenty-five (25) accumulative days during the school year, the parent(s) or guardian(s) will be required to meet with the principal and dean. Any student missing more than twenty-five (25) days is in jeopardy of not passing to the next grade. A high school student missing twenty-five (25) or more days will lose credit for courses.
Supporting the effort to improve student performance, a minimum number of days of attendance will be required in order to obtain credit for courses. Half day absences will be included in the total as well as tardies and early dismissals. The list below indicates when credit would be denied:

<table>
<thead>
<tr>
<th>Course Type</th>
<th>Days/Classes or More of Absence</th>
</tr>
</thead>
<tbody>
<tr>
<td>One/Two-Credit Courses</td>
<td>25 days/classes or more of absence</td>
</tr>
<tr>
<td>Half-Credit Courses</td>
<td>15 days/classes or more of absence</td>
</tr>
<tr>
<td>Quarter-Credit</td>
<td>5 days/classes or more of absence</td>
</tr>
</tbody>
</table>

- 5 absent unexcused - loss of parking privileges for two (2) weeks (file truancy under age 17)
- 10 or more absence unexcused - loss of parking privileges for remainder of marking period, NO Prom or Snowball
- 15 absent unexcused - loss of parking privileges for remainder of school year

These totals exclude suspensions, physicians’ excuses, or other school approved absences. An appeal procedure exists for students with special circumstances. Information is available in the Attendance Office.

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

It shall be the policy of the Board to consider the effectiveness and appropriateness of the educational program that is offered each student who habitually and repeatedly absents him/herself from such programs. If sincere efforts by the staff and parents cannot rectify the pattern of absence, the Superintendent has the authority to suspend a student from a particular class or from a school into an alternative program in accordance with Board policies.

**TARDINESS TO CLASS**

It is the responsibility of each student to be on time for all classes and scheduled lunch periods. Any student arriving to class and scheduled lunch periods, etc. after the late bell rings without a pass will be considered tardy. Teachers will document and report when students are tardy to the Attendance Office.

**TARDINESS TO SCHOOL**

It is the responsibility of each student to be on time to school. If a student is not present in his or her first period by 8:00 am they will be marked tardy. Students are expected to present an excuse to the attendance office for each tardy or the following consequences will follow:

A maximum of twelve (12) parental and medical excuses will be accepted, after twelve (12) excuses the student must present a physician excuse.

- 8 tardy unexcused – Two (2) after-school detentions and loss of parking privileges for two (2) weeks
- 12 tardy unexcused – Two (2) after-school detentions and loss of parking privileges for remainder of marking period
- 15 tardy unexcused – ISS, NO PROM, SNOWBALL, and loss of parking privileges for remainder of school year
- 20 or more tardy unexcused – Two (2) ISS
- 400 tardy unexcused minutes will result in an unexcused day

**EARLY DISMISSAL REQUESTS**

No student is allowed to leave school early except at his/her parent/guardian request. Either a request must be received from the parent in writing, or the parent must appear at the school office requesting that the child be dismissed in his/her care. Requests by telephone must be verified by the Attendance Office. All requests for early dismissal must be for proper and legitimate reasons.

A note stating the reason for the early dismissal must be brought to the Attendance Office by the student before 1st period in the morning. Students receiving permission for early dismissal must have the teacher whose classes they attend last sign the early dismissal slip.

Parents who make arrangements for a medical appointment for their child during the school day may have their child excused by first calling the Attendance Office 684-4240, ext. 3708 and then faxing an excuse to the Attendance Office at 684-4253 or by having their child return with a note from the doctor’s office.

A maximum of twelve (12) parental and medical excuses will be accepted, after twelve (12) excuses the student must present a physician excuse. Dismissals beyond twelve (12) without a medical excuse, will be considered unexcused.

Students, who leave school without a valid early dismissal slip, will be considered unlawfully absent and disciplinary action will follow.
EXCUSES WILL NOT BE ACCEPTED AT A LATER TIME AFTER STUDENT HAS ALREADY LEFT WITHOUT PRIOR APPROVAL. STUDENTS WILL BE SUBJECT TO DISCIPLINARY CONSEQUENCES IN THIS SITUATION. Early dismissal is a privilege and not a right. Please note that "personal" or "needed at home" are not valid reasons for early dismissals. If misused, early dismissals will not be granted to individual students in the future.

CHILDREN OF SEPARATED/DIVORCED PARENTS

In the event that a separated/divorced parent having custody of a child desires that the child not be released in the care of the other parent, the school will comply with his/her wishes provided s/he files with the school a copy of the court order authorizing his/her custody.

RELIGIOUS ACTIVITIES EXCUSAL

All absences occasioned by the observance of religious holidays, as designated by the Department of Education, of the student's religion shall be excused. No student so excused shall be deprived of an award or eligibility to compete for an award or the opportunity to make up a test given on the religious holiday.

Tyrone Area High School shall, upon written request of the parents or guardians, release from attendance a student participating in a religious instructional program. Such instruction shall not require the child's absence from school for more than a total of thirty-six (36) hours per school year, and its organizers must inform the school of the child's attendance record. The school shall not provide transportation to religious instruction.

SIGNING OUT PROCEDURES

WHEN LEAVING SCHOOL FOR ANY REASON, STUDENTS MUST SIGN OUT/IN THE ATTENDANCE OFFICE. This procedure helps to account for students in case of an emergency. The "Sign Out Sheet" is located on the counter in the Attendance Office; the clerk will assist students if necessary.

Students who leave the building without proper authorization will be subject to disciplinary action. Students who are ill must have the school nurse or an administrator’s permission to go home. The student does not have the right to go home without proper permission because of illness. The clerk in the Attendance Office must notify parents/guardians. Students must sign out in the Attendance Office when leaving.

RETURNING TO SCHOOL AFTER AN APPOINTMENT

Upon returning to school following an appointment or other reasons, students must "sign-in" in the Attendance Office. Students are expected to return to school after an appointment within a reasonable amount of time, sign in, or disciplinary action may be warranted.

WRITTEN EXCUSE FOR AN ABSENCE/TARDY/DISMISSAL

Requirements for a Written Parental Explanation for a Student's Legal Absence/Tardy/Dismissal:

1. Parents are required to submit a written explanation for the legal absence/tardy/dismissal of their child within three (3) days from the date of the child's return to school. Failure to provide such written explanation or failure of the child to present the excuse to the principal and/or designee will result in the absence/tardy/dismissal being declared unexcused and/or unlawful, as provided in law.

2. THE MERE FACT THAT A PARENT PROVIDES A WRITTEN EXPLANATION DOES NOT QUALIFY THE ABSENCE/TARDY/DISMISSAL AS EXCUSED. THE ABSENCE/TARDY/DISMISSAL MUST BE FOR A LEGAL REASON AS DETERMINED BY LAW.

3. When it is known that a parent(s) cannot read or write, the building principal or teacher may accept a verbal excuse. However, the verbal excuse shall be documented in writing as to the date of the absence/tardy/dismissal, the reason, and the name of the parent contacted. This documented note is to be signed by the person from the school who had contacted the parent.

4. In those cases where a child has an excessive number of absences/tardies/dismissals verified only by a verbal communication, a home visit shall be made by the attendance officer and/or the home-school visitor to secure the “mark” of the parent on a written excuse provided by the school.

5. If the dominant language in a student's home is not English and the parent(s) are able to read and write in another language, they shall be required to submit a written explanation in that language.

6. Excuses from parents/guardians will not be accepted once the student has already left school property without permission.

ASSIGNMENTS FOR ABSENTEE STUDENTS

Upon the reasonable, timely request of parents/guardians, every attempt will be made to contact the subject teachers to obtain assignments for multiple day absences. The assignments will be collected so that they may be picked up in the Guidance Office. 684-4240, ext. 3703.
ABSENCES - EXCUSED

Students are only legally excused from school for the reasons listed in the table below. This includes early dismissals.

Excused Absences:
- Death in the immediate family
- Suspension/Expulsion
- Illness of the student
- Medical, dental, or legal appointment
- Religious observance
- Family Emergency (explanation required)
- Recovery from an accident
- Quarantine
- Family and/or school-sponsored educational trips

Upon returning to school following an absence, students must report to the Attendance Office to obtain a class admittance pass and must provide the attendance office clerk with a written excuse. The excuse must be signed by a parent/guardian and brought to the Attendance Office before going to class. A specific reason must be given for the absence.

Absences of three (3) or more consecutive days shall require an excuse form from a licensed physician or the absence will be considered unlawful or unexcused and a referral will be made to the District Justice.

All excuses are EXPECTED on the day of the student’s return to school. IF ANY EXCUSE, INCLUDING MEDICAL AND PARENTAL NOTES, IS NOT RETURNED WITHIN THREE DAYS, THAT ABSENCE IS CONSIDERED UNEXCUSED (unlawful if you are under the age of 17).

ABSENCES - UNEXCUSED

Examples of unexcused absences are listed in the table below. This list is not all-inclusive and does not preclude the classification of other absences as illegal or unexcused.

Unexcused/Illegal Absences:
- Attendance at non-sponsored sporting events
- Absence for PERSONAL reasons needed at home
- Babysitting
- Overslept / Car would not start
- Gainful employment
- Hunting and Fishing
- Missing the school bus or personal transportation
- Shopping
- Personal Reasons

After three (3) unexcused days:
- First offense letter sent and offers an attendance conference with the Home School Visitor.

On the 6th unlawful day:
- Notification sent to District Magistrate – formal legal hearing scheduled through the Magistrate’s Office.
- Hearing at District Magistrate’s Office to determine fine.

* Unlawful and unexcused absences are coded when students fail to present a lawful excuse from their parents or guardians within the three-day period following an absence. Unexcused absences are termed UNLAWFUL if a student is less than seventeen (17) years of age, however, students and their families are liable for attendance until they reach eighteen (18) years of age.

* Pennsylvania Legislation, Act 138, assesses fines for truancy placed on parents and/or students and requires participation in a community based attendance improvement program. Both the truant child and parents must appear at a hearing by the District Justice. If the parents show that they took reasonable steps to ensure the attendance of the child, they will not be convicted of a summary offense.

STUDENTS WITH CHILDREN

While we understand how difficult it can be to care for a baby and find suitable daycare, students are not permitted to bring babies and toddlers to school. In an emergency, an administrator may be contacted for special permission.
EIGHTEEN YEARS AND OLDER STUDENTS
Students who are eighteen or older, who live at home and are enrolled in school remain the responsibility of their parents/guardians until graduation. All excuses, dismissals, and permission slips must be signed by their parents/guardians. Failure to comply with attendance policies will result in suspension or exclusion from school. For example, if a student misses ten or more consecutive days without a physician’s excuse, or repeatedly violates the school discipline policy, that student will be removed from the district rolls.

PARENT/GUARDIAN REQUEST FOR EDUCATIONAL TRIPS
In accordance with basic Board policy it is necessary that family trips for educational purposes be considered within the context of school purpose and the law.
♦ Parents who are planning to take their children on an educational trip during the time that school is in session may request an excused absence.
♦ Due to concerns over missed class time and the possible impact on student achievement and comprehension, an educational trip may be granted for up to five (5) days in a school year by the principal. The Superintendent must approve trips over five (5) days.
♦ If approval is given, family educational trips do not count against the school’s attendance policy.
♦ Educational trips will not be approved during state assessment testing dates if a make-up session for testing cannot be attended.
♦ If prior approval is not received, the absence will be classified as an unlawful and/or unexcused absence.
♦ Furthermore, should the student's absence extend beyond the approved time, such days will be classified as unlawful and/or unexcused.

Educational Trip forms may be obtained in the Attendance Office. The principal shall review each student's to determine if the purpose of the trip is educational in nature.

Students will NOT be approved for Family Educational Trips if:
♦ They have missed twelve or more days of school for any reason.
♦ They have been suspended in or out of school at any time throughout the school year.
♦ They are on the academic ineligibility list.

Students are reminded that it is their responsibility to collect assignments before going on an approved trip. Students are expected to complete all schoolwork that is assigned during the approved absence. Students are expected to complete all school work that is assigned during the approved absence.

ENROLLMENT
New students enrolling at the Tyrone Area High School must call the Administrative Offices at 684-0710 x. 4138 to make an appointment to complete enrollment forms and complete the scheduling process. If the student is not living with his/her parents, an affidavit of residency will be required. They will then be instructed to complete the scheduling process at the High School.

Under Pennsylvania’s Act 26, prior to admission to the school district, the parents, guardians, or other persons having control or charge of a student shall, upon registration for admission, provide a sworn statement or affirmation stating whether the pupil was previously suspended or expelled from any public or private school of the Commonwealth or any other state for an act or offense involving weapons, alcohol or drugs or for the willful infliction of injury to another person or for any act of violence committed on school property. Such registration shall be maintained as part of the student’s disciplinary record. Parents and guardians shall be advised that any willful false statement made under this section shall be a misdemeanor of the third degree.

When a student transfers to this school district, a certified copy of the student’s disciplinary record shall be requested and obtained from the school entity from which the student is transferring. This record shall be maintained as part of the student’s permanent disciplinary record and shall be available for inspection as required by law.

CHANGE OF NAME, ADDRESS AND TELEPHONE NUMBER
Please report any change of name, address, or telephone number to Guidance Secretary in the HS Main Office at 684-4240, ext. 3703, as soon as possible. Emergency situations sometimes occur which necessitate parents or guardians being reached, and it is essential that pertinent information be on file.

HOMELESS STUDENTS
The Board recognizes its obligation to ensure that homeless students have access to the same educational programs and services provided to other district students. The Board shall make reasonable efforts to identify homeless children within the district, encourage their enrollment, and eliminate existing barriers to their attendance and education, in compliance with federal and state law and regulations. The Board may waive policies, procedures and administrative regulations that create barriers for enrollment, attendance, transportation and success in school of homeless students, based on the recommendation of the Superintendent.
Homeless students are defined as individuals lacking a fixed, regular and nighttime residence, which include the following conditions:

1. Sharing the housing of other persons due to loss of housing or economic hardship.
2. Living in motels, hotels, trailer parks or camping grounds due to lack of alternative adequate accommodations.
3. Living in emergency, transitional or domestic violence shelters.
4. Abandoned in hospitals.
5. Awaiting foster care.
6. Living in public or private places not designed for or ordinarily used as regular sleeping accommodations for human beings.
7. Living in cars, parks, public spaces, abandoned buildings, substandard housing, transportation stations or similar settings.
8. Living as migratory children in conditions described in previous examples.
9. Living as run-away children.
10. Abandoned or forced out of homes by parents or caretakers.
11. Living as school age unwed mothers in houses for unwed mothers if they have no other living accommodations.

School of origin is defined as the school the student attended when permanently housed or the school in which the student was last enrolled.

The Attendance Officer or Home School Visitor will serve as the district’s liaison for homeless students and families. The district’s liaison shall provide public notice of the educational rights of homeless students in schools, family shelters, and soup kitchens.

The district’s liaison shall coordinate with:

1. Local service agencies that provide services to homeless children/youth and families.
2. Other school districts on issues of records transfer and transportation.
3. State and local housing agencies responsible for comprehensive housing affordability strategies.

Students shall not be discriminated against, segregated or stigmatized based on their status as homeless.

**ENROLLMENT/PLACEMENT OF HOMELESS STUDENT**

To the extent feasible, and in accordance with the student’s best interest, a homeless student shall continue to be enrolled in his/her school of origin while he/she remains homeless or until the end of the academic year in which he/she obtains permanent housing. Parents/Guardians of a homeless student may request enrollment in the school in the attendance area where the student is actually living or other schools. If a student is unaccompanied by a parent/guardian, the district liaison will consider the views of the student in determining where he/she will be enrolled.

The selected school shall immediately enroll the student and begin instruction, even if the student is unable to produce records normally required for enrollment pursuant to district policies. However, the district may require a parent/guardian to submit contact information. The district liaison may contact the previous school for oral confirmation of immunizations, and the school shall request records from the previous district, pursuant to Board policy.

If the district is unable to determine the student’s grade level due to missing or incomplete records, the district shall administer tests or utilize appropriate means to determine the student’s placement.

If a dispute arises over school selection or enrollment, the student shall be immediately enrolled in the school in which enrollment is sought, pending resolution of the dispute. The parents/guardians shall be provided with a written explanation of the district’s decision, their right to appeal and the procedures to use for the appeal.

**SERVICES FOR HOMELESS STUDENTS**

Homeless students shall be provided services comparable to those offered to other district students including, but not limited to, transportation services; school nutrition programs; vocational programs and technical education; preschool programs; programs for students with limited English proficiency; and educational services for which students meet eligibility criteria, such as programs for disadvantaged students, students with disabilities, and gifted and talented students.

**TRANSPORTATION FOR HOMELESS STUDENTS**

The district shall provide transportation for homeless students to their school of origin or the school they choose to attend within the school district.

If the school of origin is outside district boundaries or homeless students live in another district but will attend their school of origin in this district, the school districts shall agree upon a method to apportion the responsibility and costs of the transportation.
WORKING PAPERS

Students, who are under 18 years of age and desire to obtain employment, either full time or part time, must first obtain an Employment Certificate. Working papers may be obtained in the Attendance Office between 8:00 am – 3:00 pm Monday through Friday (excluding holiday breaks).

Applications will not be issued to students; they will only be issued to parent/guardian. The parent/guardian is required to apply for and obtain working papers. Parent/guardian will be required to produce proof of age. Acceptable forms of proof of age:

1. Birth certificate
2. Baptismal certificate
3. Passport

Driver’s license will not be accepted for proof of age.

A new application must be obtained each time there is a change of jobs, only if under sixteen years of age.

PART V ~ STUDENT CODE OF CONDUCT

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STUDENT RESPONSIBILITIES
Students share with administrators and faculty the responsibility to develop a wholesome and safe school climate that is conducive to learning and living. No student has the right to interfere with the education of his / her fellow students. It is the responsibility of each student to respect the rights of everyone involved in the education process. The safety of the whole shall weigh heavily on the disciplinary decisions of an individual.

Students are expected to act in a polite, adult manner at all times and to respect the individual rights of faculty, staff, other students, visitors, etc. Students are expected to keep all areas of the school clean, including the halls, classrooms, cafeteria, and lockers. Because school equipment represents a substantial investment by the community, students must treat all equipment with respect and care—including the need to follow rules as outlined by teachers.

STUDENTS DO NOT HAVE THE RIGHT TO INTERFERE WITH THE EDUCATION OF FELLOW STUDENTS. IT IS THE STUDENT’S RESPONSIBILITY TO RESPECT THE RIGHTS OF TEACHERS, STUDENTS, ADMINISTRATORS, AND ALL OTHERS WHO ARE INVOLVED IN THE EDUCATIONAL PROCESS. Students should, therefore, express ideas and opinions in a respectful manner so as not to offend or slander others.

It is the student’s responsibility to:
- Be aware of all rules and regulations for student behavior and conduct themselves in accordance with them.
- Be willing to volunteer information in matters relating to the health, safety, and welfare of the school community and the protection of school property.
- Dress and groom to meet fair standards of safety and health, and so as to not cause disruption of the educational process.
- Maintain an educational environment free from all forms of harassment.
- Respect the rights of fellow students.
- Show respect for teachers and staff.
- Be aware that discipline can be doubled if infractions occur while a substitute teacher is teaching class.
- Assume that until a rule is waived, altered or repeated it is in full effect.
- Assist the school staff in operation of a safe school for all students enrolled therein.
- Be aware of, and comply with, state and local laws.
- Exercise proper care when using public facilities and equipment.
- Attend school daily, except when excused, and be on time to all classes and other school functions.
- Make all necessary arrangements for making up work when absent from school.
- Pursue and attempt to complete satisfactorily the courses of study prescribed by state and local school authorities.

DEFACING SCHOOL PROPERTY
Defacing, destruction, or damaging of school property could result in suspension, restitution, possible change of educational placement and referral to legal authorities.

Any student who intentionally damages or destroys their Chromebook will be responsible to pay for it. This includes seniors who damage or destroy their Chromebook BEFORE it is officially given to them at graduation.

CELLULAR PHONE - IPOD/MP 3 PLAYER USE
Students may possess cellular telephones on school district property and at school district events. Cell phones, iPods, and MP 3 Players shall be turned off during instructional and class time, during passing times between classes, in the cafeteria, and at any other time where use of the device would cause a disruption of school activities. Cell phones and iPods that have the capability to take photographs or to record audio or video shall not be used for such purposes while on district property or while a student is engaged in school sponsored activities, unless expressly authorized in advance by the building principal or designee. The Principal may, in addition, adopt and enforce reasonable rules and regulations thereto, and as situations may warrant, including but not limited to revoking such privileges for any and all students.

Cell phones, iPods, and MP 3 Players may be used only before and after school. They must be kept out-of-sight during the instructional day. Students must turn off all devices as soon as the bell sounds for 1st period and not turn them on again until the end of the school day. Students are not permitted to use cell phones, iPods, etc. to take pictures, videos, as a calculator, or watch.

Cell phones, iPods, and all other devices are to remain off during a school evacuation e.g. fire drills.

Students are not permitted to use a cell phone, iPod, etc. to call home for an early dismissal or if they are sick. The Principal and school authority reserves the right to scroll and search the contents of a confiscated cell phone or electronic device, including but not limited to its pictures, video, voice and text messages, address books, incoming calls, outgoing calls, calendars, e-mail, and instant messages if the Principal has reasonable suspicion that there is student misconduct.
If a student has a cell phone, iPod, or MP 3 player out during the instructional day, teachers will ask for the device and turn it in to the Attendance Office. Failure to comply will result in a discipline referral for inappropriate behavior and/or insubordination.

- The **First Violation** will result in one (1) after-school detention. The device will be returned to the student at the end of the school day.
- The **Second Violation** will result in two (2) days after-school detention. The device will be returned only to a parent.
- The **Third Violation** will result in one (1) day of ISS. The device will be returned only to a parent. Any further violations could result in AEP placement.
  - At third violation student will lose Prom, Snowball, and parking privileges for the year.

The district shall not be liable for the loss, theft, damage or misuse of any device brought to school by a student and/or confiscated as a result of misuse by the student.

If a student is in possession of or partakes in the photography of pornographic pictures, law enforcement will be notified and the appropriate school measures will be taken. The student will be suspended from school for no less than three (3) school days and possible expulsion pending a review by the administration as to the severity of the acts. The severity of the act is measured by the type of pornographic material and if the material is child pornography in nature and if the pornography is transmitted via media devices.

- The **First Violation** will result in five (5) days of OSS, possible expulsion, possible change of placement, and legal authorities being contacted.
- The **Second Violation** will result in ten (10) days of OSS, possible expulsion, possible change of placement, and legal authorities being contacted.
- The **Third Violation** will result in ten (10) days of OSS, expulsion hearing, possible change of placement, and legal authorities being contacted.

### OTHER ELECTRONIC DEVICES

Electronic devices shall include but not be limited to pagers, Blackberries, Personal Digital Assistants (PDA’s), electronic games, laser pointers, lap top computers, smart watches and other similar electronic devices. These items MAY NOT be used by students during the regular school day and must be kept out of sight at all times or they will be confiscated.

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

1. A student who is a member of a volunteer fire company, ambulance or rescue squad.
2. A student who has a need for such a device due to the medical condition of an immediate family member.
3. Other reasons determined appropriate by the building principal.
APPROPRIATE DRESS EXPECTATIONS
The dress code serves not as a means for staff to tell students how to dress but as a standard for proper attire in a public educational facility. The school also has a general expectation regarding the way students present themselves; mainly that all appear in clean and appropriate clothing that follow the guidelines listed below:

1. Dress must not interfere with the educational process or the rights of others.
2. Dress must comply with all health and safety codes.
3. Shoes must be worn at all times.
4. Sunglasses may not be worn in the building.
5. All headwear is prohibited with the exception of religious headwear.
6. Any clothing or jewelry with printed material that may be considered obscene, offensive, or inappropriate is prohibited.
7. Sharp, studded apparel and jewelry; chained wallets are not permitted in light of the potential danger to others and property.
8. Since we are a drug, alcohol, and tobacco free school district, we do not permit the wearing of items that advertise or promote the use of drugs, alcohol, tobacco products, or racially insensitive materials.
9. Length of shorts, skirts, and any holes in clothing must be below the fingertips when the arms are vertically extended at sides.
10. Shirts, blouses, and tops – must cover the waistline area so that no skin is exposed during any movements and activities, or when seated. All shirts, blouses, and tops must reach no lower than 2” below the collar bone (so that absolutely no cleavage is showing), straps must be a minimum of 1” wide, no undergarments showing, boys must have sleeves.
11. Leggings can only be worn if the outer shirt reaches the fingertips.

If school authorities decide a student is dressed inappropriately, that student will have the opportunity to call home for a change of clothing. If a change is not available, the student will be placed in the ISS for the remainder of the day.

WEARING OF HEADWEAR
Wearing any headwear, except for legitimate religious or medical reasons during the day without permission from school administration is prohibited. Headwear is defined as any object which covers one's head, all or in part, including but not limited to bandanas, hats, hoods, and du-rags. Students are expected to remove their headwear and place it in their locker for the duration of the school day. These items may be confiscated because of misuse.

PHYSICAL EDUCATION EXPECTATIONS FOR APPROPRIATE DRESS
All school students are required to have a complete change of clothing for physical education classes. Students cannot wear clothing to physical education class that is being worn for the rest of the day.

Appropriate athletic clothing for physical education is as follows:

- T-shirt must hang below the waistline when arms are raised above head and not have any offensive graphics or language.
- Athletic pull on shorts worn near the waist (so underwear and backside are covered). The hem of the shorts must at least touch finger tips when arms are hanging at side. No buttons, zippers, snaps or Velcro are permitted on athletic clothing. Sweat pants or athletic pants can be worn for class.
- Athletic shoes (sneakers) that are appropriate, non-marring of gym floor, laced and tied on the foot to provide firm support of the feet. Socks (should bring change of socks)
- In cold weather students should wear warm clothing for classes held outdoors such as sweat-pants and sweat-shirts.

Students who have a medical excuse to not take physical education cannot participate in extracurricular athletics. If a student participates in physical education with a modification to avoid aggravation of injury he/she may participate in the extracurricular activity. No participation in physical education class means no participation in after school athletics.

PUBLIC DISPLAYS OF AFFECTION (PDA)
Students are not to demonstrate overt displays of affection at school or school activities. This includes prolonged embraces, kissing, fondling, or other inappropriate physical contact.

TOBACCO POLICY
Tobacco use by students presents a health and safety hazard that can have serious consequences for both users and nonusers and the safety and environment of the school. Smoking, chewing, and the possession of tobacco and/or paraphernalia are prohibited in school buildings, school buses or on school property owned by, leased by, or under the control of the school district. If a student’s name is reported to the office for suspicion of a tobacco product (usage or possession), the student is subject to:

- Possible search
- Parental notification
- Disciplinary action (if a tobacco product is found)

* Lighters are prohibited in the building. Such items will be confiscated and disciplinary action for insubordination will result.
* Use of tobacco is also prohibited in cars parked on school property and on walks surrounding the school. This also applies to students on school-sponsored activities that are held off school property.
Act 145 of 1996 (Tobacco Prohibition):
- Prohibits the use of all tobacco products in schools, including school restrooms.
- Pupils who possess or use tobacco in school, on a school bus or on school property commit a summary offense and will be referred to the District Justice in addition to school consequences.
- School districts must initiate prosecution.
- Upon conviction of the offense, the student is an undisclosed amount for the benefit of the school district and assessed court costs.
- Tobacco is defined as a lighted or unlighted cigarette, e-cigarette, cigar, pipe or other lighted smoking product and smokeless tobacco in any form. This includes vaping.

- **The First Violation** will result in 3 days in-school suspension + law enforcement (Sec. 6301.12) and referral to the Student Assistance Program.
- **The Second Violation** will result in 3 days out-of-school suspension + law enforcement (Sec. 6301.12) and fine.
- **The Third Violation** will result in 5 days out-of-school suspension and a mandatory meeting with parents before the student returns to school + law enforcement (Sec. 6301.12) and fine.
- **The Fourth Violation** will result in 10 days out-of-school suspension, automatic referral to the school board for expulsion + law enforcement (Sec. 6301.12) and fine.

**UNAUTHORIZED ENTRY**
Students are not permitted to remain on or re-enter any school building after regular school hours or on days when school is not in session unless they have permission and are under supervision.

- 1st offense will result in verbal warning
- Repeated offenses will result in further discipline according to the student code of conduct.

**CHEATING/PLAGIARISM**
It is unacceptable for students to receive credit for work that is not their own. Plagiarism occurs in a variety of ways. Students will be presented with information, from their teachers, to help them avoid plagiarizing work. Consequences will be assigned to any student or students who deliberately cheat or cause others to cheat. The consequences will include, but are not limited to, a zero being given for the assignment (test, quiz, project, midterm, final, homework, etc.) where the cheating occurred as well as three full days of ISS for the first occurrence. Depending on the weight of the assignment where the cheating occurred, the student may fail the marking period or even the entire course. The teacher and/or an administrator will notify parents and the appropriate guidance counselor as to what occurred. A student will be expected to redo the assignment (for NO credit) or take an alternate examination and turn it in to the teacher for evaluation.

Students having questions about the use of appropriate documentation for their work should speak with their teacher or the librarian. A research guide with the MLA style is available for checkout from the library.

**LEAVING SCHOOL PROPERTY WITHOUT PERMISSION**
Once students are on school grounds, they may not leave school property without permission. This would include before school, during, and after school if they plan to return to ride a bus or be picked up by parents.

Any student that drives to school may NOT leave school property unless they are scheduled for work release or an early dismissal. If the student chooses to leave the school property, they are subject to loss of parking permit for the remainder of the school year and appropriate disciplinary consequences according to the Student Code of Conduct. This includes going home for forgotten homework – even if only for a second.

**STUDENTS MAY NOT LEAVE SCHOOL TO GO TO LUNCH.**

**OFF-CAMPUS ACTIVITIES**
The discipline policy shall also apply to student conduct that occurs off school property and would violate the Code of Conduct if:

1. There is a relationship between the proximity or timing of the conduct in relation to the student’s attendance at school or school-sponsored activities.
2. The student is a member of an extracurricular activity and has been notified that particular off-campus conduct could result in exclusion from such activities.

Student expression or conduct which materially and substantially disrupts the operations of the school, or the administration reasonably anticipates that the expression or conduct is likely to materially and substantially disrupt the operations of the school is subject to appropriate disciplinary consequences.
INAPPROPRIATE LANGUAGE
Swearing, foul or abusive words or inappropriate gestures will not be tolerated on this campus, in the hallways or classrooms.

INAPPROPRIATE LANGUAGE TOWARDS STAFF
Inappropriate language towards the staff will not be tolerated. Swearing, use of foul or abusive words and/or gestures will result in out-of-school suspension, possible change of educational placement and referral to legal authorities.

FIGHTING/PHYSICAL CONFRONTATION
Fighting is forbidden at the Tyrone Area High School. If one student punches, hits, slaps, kicks, pushes, bites, or chokes a second student, the second student is to move away and tell a teacher, counselor, nurse, or administrator. While students may take actions to protect themselves, under no conditions is retaliation (fighting back) permitted. Local law enforcement agencies will be contacted when fighting occurs.

BULLYING
The Tyrone Area High School strives to provide a safe, positive learning climate for students and recognizes that bullying of students has a negative effect on the educational environment of its schools. Students who are bullied, intimidated or fearful of other students may not be able to take full advantage of the educational opportunities offered by the school district. Every student has the right to an education and to be safe in and around the school and at school activities. Therefore, the Tyrone Area High School strives to offer all students an educational environment free from bullying.

Bullying shall be defined as when a student is exposed, repeatedly and overtime, to negative actions on the part of one or more other students. This could include unwelcome verbal, written, electronic, or physical conduct directed at a student by another student or students, or by an adult.

Negative actions are defined as actions that are sufficiently severe or pervasive to create an intimidating, hostile or abusive environment that substantially interferes with a student’s educational opportunities such as:
- Physically or mentally harming a student
- Damaging, extorting or taking a student’s personal property
- Spreading false rumors or shunning the individual
- Placing a student in reasonable fear of physical harm
- Placing a student in reasonable fear of damage or loss of personal property
- Creating an intimidating or hostile environment that substantially interferes with a student’s educational opportunities

A bystander is one who encourages, promotes or passively participates in bullying/harassment. Bystanders may be subject to disciplinary action.

Cyber Bullying includes, but is not limited to, the following misuses of technology during the school day: harassing, teasing, intimidating, threatening, or terrorizing another student by sending or posting inappropriate or derogatory email messages, instant messages, text messages, digital pictures or images, or web site postings. All forms of cyber bullying are unacceptable and, to the extent that such actions are disruptive of the educational process of the school, offenders shall be subject to appropriate discipline.

The school district will not tolerate known acts of bullying occurring on school district property, at school-sponsored activities scheduled on or off school grounds or during the time students necessarily spend traveling to and from school or school-sponsored activities.

Complaints of bullying or cyber bullying shall be investigated promptly, and corrective action shall be taken when a complaint is verified. Neither reprisals nor retaliations shall occur as a result of the submission of a complaint.

To help eliminate bullying:
- When you see or hear a person being bullied let the bully knows that his/her behavior is not appropriate.
- Fill out a Bullying/Incident Report form. These are located in the Attendance Office.
- Report bullying behavior that you see or hear to a teacher, guidance counselor, or dean of students

Depending upon the severity of a particular situation, the building principal may also take appropriate steps to ensure student safety. Such steps may include the implementation of a safety plan; separating and supervising students involved; providing employee support for students as needed; reporting incidents to law enforcements, if appropriate; and developing a supervision plan with parents. Students are encouraged to fill out an incident report form or a Bullying/Harassment Reporting Form, located in the back of this handbook or in the Attendance Office. This may be turned in to the Attendance Office, guidance, or a teacher.

If harassment or bullying occurs outside of the school, we encourage parents to contact local authorities.
HARASSMENT/UNLAWFUL HARASSMENT

In order to provide a safe, positive learning atmosphere for students, harassment in any form will not be tolerated. The term harassment includes, but is not limited to; repeated, unwelcome and offensive slurs, jokes, or other verbal, graphic or physical conduct relating to an individual’s race, color, religion, ancestry, gender, sexual orientation, national origin, age or handicap/disability that create an intimidating, hostile or offensive educational environment.

* Ethnic harassment includes the repeated, unwelcome and offensive use of any derogatory word, phrase or action characterizing a given racial or ethnic group that creates an intimidating, hostile, or offensive educational environment.
* Sexual harassment shall consist of unwelcome sexual advances, requests for sexual favors, and other inappropriate verbal or physical conduct of a sexual nature when:
  - Submission to such conduct is made explicitly or implicitly a term or condition of a student’s academic status.
  - Submission to or rejection of such conduct is used as the basis for academic or work decisions affecting the individual.
  - Such conduct deprives a student of educational aid, benefits, services or treatment.
  - Such conduct has the purpose or effect of substantially interfering with the student’s school performance or creating an intimidating, hostile or offensive education environment.

Students may not make statements that verbally intimidate, are hurtful, threaten, lead to feelings of discomfort, or are racist or sexist in nature. If one student verbally intimidates or harasses a second, the second student is to tell a teacher, counselor, nurse, or administrator. Under no conditions is retaliation permitted.

Complaints of harassment shall be investigated promptly, and corrective action shall be taken when allegations are verified. Confidentiality of all parties shall be maintained, consistent with the district’s legal and investigative obligations. Neither reprisals nor retaliation shall occur as a result of good faith charges of harassment. Each student shall be responsible to respect the rights of their fellow students and to ensure an atmosphere free from all forms of unlawful harassment. Students may choose to report harassment complaints orally or in writing to: administrators, teachers, counselors, nurses.

HAZING

Hazing will not be tolerated. Hazing is defined as any activity that recklessly or intentionally endangers the mental health, physical health, or safety of a student or causes willful destruction or removal of public or private property for the purpose of initiation or membership in or affiliation with any organization recognized by the Board. Any hazing activity, whether by an individual or a group, shall be presumed to be forced activity, even if a student willing participates. Hazing will be handled with appropriate discipline.

WEAPONS

Act 30 requires the court, through the juvenile probation department, to provide to school principals information concerning the adjudication of an enrolled child. Such reports include a description of delinquent acts committed by the child, disposition of the case, probation or treatment reports, prior delinquent history, the supervision plan and any other information deemed necessary. The building principal is required to share the information with the child’s teacher or the principal of another school to which the child may transfer.

Act 26 of 1995 states that any student violating the law will be expelled from school for a period of not less than one (1) year. Such expulsion shall be given in conformance with formal due process proceedings required by law and District policy. Discipline short of expulsion for one (1) year is legal only when recommended by the Superintendent of Schools. The Superintendent’s decision to recommend a modification of the one (1) year expulsion will be made on a case-by-case basis. In the case of an exceptional student, the Superintendent shall take all the necessary steps to comply with the Individuals with Disabilities Act.

Definitions

1. “Weapons” shall include, but not be limited to, any knife, cutting instrument, cutting tool, nunchaku, firearm, shotgun, and rifle. “Weapons” shall include any other tool, instrument, implement, or replica of a weapon used in a threatening manner and/or capable of inflicting serious bodily harm.
2. “School Property” shall mean any public school grounds, any school sponsored activity or any conveyance providing transportation to or from a school entity or school sponsored activity.
3. “Possession” shall mean having the weapon on his/her person. An individual will also be deemed to be in possession of a weapon if the weapon is found in his/her personal property (e.g., backpack, purse, gym bag) or in a place where the individual exercises control (e.g., vehicle or locker).
TERRORISTIC THREATS/ACTS
Terroristic threats and terroristic acts by students are a detriment to the safety and well being of students and staff. The term terroristic threat includes any threat to commit violence communicated with intent to terrorize another. The term terroristic act includes any offense against school property or involving danger to another person.

- It is the responsibility of students to report any information or knowledge relevant to a possible or actual terroristic threat or act to school authorities. Students may choose to report such knowledge orally or in writing to: building principals, teachers, or counselors.
- Students found responsible for any terroristic threats/acts will be immediately suspended and the case reported to the Superintendent. The Superintendent may recommend expulsion of the student to the school board. The threat may also be referred to law enforcement agencies.

Review of Board Policy 218.2 provides complete details regarding the district’s position on Terroristic Threats and Acts.

ATHLETIC EVENT EXPECTATIONS
Good SPORTSMANSHIP is learned, practiced, and executed. Respect for the opponent, spectators, coaches, and officials are a must at all levels of athletics. At interscholastic contests, behavior on the part of everyone should be characterized by generosity and genuine concern for others. Display good SPORTSMANSHIP the next time you attend a high school event at the Tyrone Area School District.

At this time I want to remind students who attend any athletic event at TAHS that any display of un-sportsmanlike like conduct towards officials and any opposing players, spectators, or coaches will result in an immediate suspension from the event with possible disciplinary action for future events. This includes inappropriate comments, gestures, profanity or any behavior of any kind that could be considered disrespectful.

Students must have fulfilled all disciplinary consequences to be able to attend any school function or events.

VIDEO TAPING AT ATHLETIC EVENTS
♦ No video taping, including the use of cell phones with video capability, by spectators shall be conducted for commercial purposes, including cybercast, unless previously approved by the Principal, Dean of Students, or the Athletic Director.
♦ Video taping, including the use of cell phones with video capability, by spectators is only allowed for private home use (not for distribution, broadcast, or cybercast).
♦ Video taping by school/team representatives is only allowed for use by the individual school program (not for distribution, broadcast, cybercast, or youtube).
♦ Video taping by the media and other commercial outlets is allowed and will be regulated by the Principal, Dean of Students, or the Athletic Director.
♦ Video taping of athletic practices by spectators is prohibited unless prior approval has been granted by the Principal, Dean of Students, or the Athletic Director.

TRACK FACILITY
Gum chewing on the track facility is prohibited. If gum gets deposited on the track surface, it is nearly impossible to remove, resulting in damage to the surface. This applies to students, staff, the general public, and members of opposing teams. If observed using gum, you will forfeit your privilege to use the facility and be asked to leave.

DANCES/SNOWBALL POLICY AND EXPECTATIONS
Daily school attendance of students involved in extra-curricular activities is mandatory. Students are expected to be present a full day in order to be eligible to participate in an event or practice on any given day. An exception will be made if the student has an approved educational, medical or legal appointment in which case the student must present documentation indicating the date and time from the place of appointment.

1. If a student is absent from school more than one half of the day, he/she will not be permitted to attend a dance on that day or if the student is absent on a Friday he/she will not be permitted to attend any school function to be held before the following Monday. The only exception is a written doctor/medical excuse which must be produced prior to the dance.
2. If a student receives eight (8) or more disciplinary actions resulting in ISS/OSS, they will not be permitted to attend.
3. To ensure the safety of all students and guests, the doors will be locked 30 minutes after the dance begins and will remain locked for the entire dance.
4. All functions will end no later than 11 pm., including end of the year class formals. However, most dances will end by 10:30 pm. to comply with Pennsylvania driving regulations.
5. Inappropriate student or guest behavior will not be tolerated. Violators will be instructed to leave, and may be banned from future dances. Disciplinary consequences may result or legal authorities may be called.
6. No re-admission once a student or guest leaves the dance. Students and guests may not remain on campus or the dance site without being in the designated dance area.
7. All guests (Non-Tyrone Area High School Students) must be pre-register by their host with the dance coordinator prior to the function. No guests will be signed-in the night of the function. Guests must present Photo ID at pre-registration and when entering the dance.

8. All District students who are not otherwise excluded by District Policy, Board or Administrative Action, or other statute, rule, regulation, guideline, or decision, may attend dances and other extracurricular activities suitable for their grade. Such students may bring guests provided that the guests are under the age of 21 on the date of the dance or other extracurricular function. The District reserves the right to exclude students and/or their guests if the presence of the student and/or the guest, in the opinion of Administrative Staff, would constitute a material disruption to the function or a threat to the health, safety, and welfare of others.

9. Students who are in ISS and OSS the day of a dance or the Friday before a Saturday dance will not be permitted to attend.

10. All regular school rules and regulations apply to dances and proms, even when they are held off campus. There is NO smoking permitted.

11. Students suspected of consuming alcohol or other controlled substances will be denied entry to the dance and will be referred to the legal authorities.

12. Large jackets, purses, and backpacks may be inspected by the faculty chaperones before or during the function and may be asked to be left at the check in table.

13. All dances MUST be chaperoned by a least two members of the high school faculty or staff supported by additional parent/guardian chaperones trained by administrative staff.

All school rules are in effect for our students and their guests.

PROM GUIDELINES

The attendance of students involved in extra-curricular activities is mandatory. Students are expected to be present for a full day in order to be eligible to attend the prom. An exception will be made if the student has an approved educational, medical or legal appointment in which case the student must present documentation indicating the date and time from the place of appointment.

1. The prom will be held at the Altoona Heritage Discovery Center in downtown Altoona.

2. All students and their guests attending the prom must pay a fee to be determined by the prom advisors and prom committee. A junior or senior may invite one (1) guest. A guest is a student in grade 9-12 at TAHS, a TAHS graduate under the age of 21, a student enrolled or who has completed a GED program, a student from another district in grade 9-12, a graduate from another district under the age of 21, or a guest approved by the TAHS administrative team.

3. All District students who are not otherwise excluded by District Policy, Board or Administrative Action, or other statute, rule, regulation, guideline, or decision, may attend dances and other extracurricular activities suitable for their grade. Such students may bring guests provided that the guests are under the age of 21 on the date of the dance or other extracurricular function. The District reserves the right to exclude students and/or their guests if the presence of the student and/or the guest, in the opinion of Administrative Staff, would constitute a material disruption to the function or a threat to the health, safety, and welfare of others.

4. All students and their guests attending the prom are required to complete the Prom Registration Form. These forms are available from Mrs. Marasco in room 238.

5. Prom fees and registration forms should be placed in the envelope attached to the registration form with your name and 1st period class clearly printed on it. Couples attending should place both of their forms and fees in the same envelope. If your forms and fees are not placed in the provided envelop, they will not be accepted. All forms must be turned in by the designated deadline. Late forms will not be accepted and you will not be able to attend the prom.

6. All money from the prom fundraisers and all prom/guest fees must be paid in full in order to attend the prom and sign up for table selections. All deadlines will be strictly upheld and you will not be able to attend the prom if fees are not paid by the designated deadline.

7. When your completed registration forms and prom fees are submitted, you will be permitted to sign up for your table seating during the designated times. The exact table location will be available at that time for you to choose from. You will not be permitted to sign up anyone who has not submitted their forms and fees.

8. Booklets containing admission, royal court voting tickets, table seating, and other pertinent information will be distributed to all students attending the prom the week of the prom.

9. Family and friends will be permitted to view the decorations at the Altoona Heritage Discovery Center from 6:45 pm until 7:15 pm.
10. Prom attendees will be announced during the “Grand March”, which will begin at approximately 7:30 pm. This is a fantastic opportunity for pictures. While participation is voluntary, it is highly suggested that all students plan on participating.

11. Any student on suspension at the time of the prom will not be permitted to attend.

12. If a student receives eight (8) or more disciplinary actions resulting in ISS/OSS, they will not be permitted to attend.

13. The prom is a school function and a privilege. All Tyrone Area High School rules and regulations from the Student Handbook/Code of Conduct will be enforced during the prom. No alcoholic beverages or tobacco of any kind are permitted at the prom.

14. **ALL DISCIPLINARY OBLIGATIONS MUST BE FULFILLED.**

**BUS STUDENTS**

School bus transportation is provided for the student’s safety and convenience. Transportation is provided as a privilege; it is not a mandate, and therefore can be revoked at any time for misconduct. Students are expected to help maintain the condition of the bus on which they ride.

**School Bus Regulations**

The Transportation Supervisor is responsible for establishing bus runs and assigning students to a particular bus. Students are to get on and off the bus at their assigned stop. Students wishing to ride a bus other than the one assigned must present a note written by a parent or guardian to the main office to receive a bus pass signed by an administrator. The pass must be presented to the bus driver on the day listed. This request can only be granted if there is seating available on the bus. A student getting off the bus at any stop other than his/her own without a permission slip signed by the school administrator is in violation of school policy. Students should be at the bus stop five minutes prior to the scheduled arrival of the bus. When a school bus does not arrive at the bus stop on time due to mechanical failure or weather conditions, students are expected to wait a reasonable length of time, depending on weather conditions (reasonable time would be at least 1 hour). After that time, the student should return home and contact the school to determine the reason for the delay. The following rules are designed for the safety of those riding a school bus. It is the student’s responsibility to obey the rules established and approved by the Board of School Directors.

**Bus Stop Regulations**

1. Arrive at the bus stop on time-five minutes prior to the time the bus is scheduled to arrive.
2. Wait for your bus in a safe place - well off the roadway. Bus riders must conduct themselves in a safe orderly manner while waiting (this means no foolishness or horseplay).
3. Respect the property rights of people who reside at or near the bus stop.
4. Wait until the bus comes to a complete stop before trying to get on the bus. Enter the bus single file with no crowding or pushing.
5. Be careful if crossing the roadway to board the bus - check to make sure all traffic has stopped.

**Bus Riding Regulations**

1. Observe the same conduct as in the classroom.
2. Be courteous; use no loud or profane language.
3. Do not eat or drink on the bus.
4. Keep the bus clean; pick up any mess you make.
5. Do not throw objects in the bus or outside the bus.
6. Squirt guns and water bottles of any kind are not permitted on the bus.
7. Remain seated at all times while on the bus.
8. Keep head, hands and feet inside the bus.
9. Do not be destructive; defacement or destruction of property will be dealt with according to the school disciplinary code.
10. Smoking or the use of tobacco products on the bus will be dealt with according to the disciplinary code. Lighting of matches or lighters is not permitted on or around the school bus.
11. The driver has similar authority to the classroom teachers and the students are to obey, cooperate and show respect.
12. Be courteous to fellow students.
13. Bus drivers are authorized to assign seats.
14. Radios, tape players or any form of sound systems are not permitted on the bus. The bus driver has been instructed to confiscate these items and turn them over to the Principal. They will be kept in the school office until parents/guardians pick them up.
15. Enter the building immediately upon arrival at the school.
16. Setting off caps or other explosive devices on the bus will result in suspension from riding the bus for three days or longer, and be dealt with according to the disciplinary code.
17. Video and photography are prohibited.
18. No screaming/yelling.

**Consequences for Bus Policy Violations:**

- **1st offense**
  - Written report to Dean from driver
  - Contact to parent from Dean – 1st even and subsequent events
  - In-school action
2nd offense - AM transportation provided by the school
PM transportation provided by the parent for one (1) day

3rd offense - AM and PM transportation provided by the parent for one (1) day

4th offense - AM and PM transportation provided by the parent for three (3) days

5th offense - AM and PM transportation provided by the parent indefinitely as per the District’s discretion

NOTE: The student must be present in school for the day to count as a bus suspension. The school district reserves the right to administrative discretion dependent on the nature of the offense.

Bus Unloading Procedures
1. Students should exit the bus in a quiet, orderly manner and proceed directly to their assigned area at school or to their home.
2. Students who must cross the road should cross ten feet in front of the bus. Check traffic in both directions before proceeding across the roadway. Watch driver for signal to cross.

BUS TRANSPORTATION
Safety requires enforcement of rules for school bus conduct. Students and their parents/guardians should become familiar with the obligations and courtesies of public transportation. Students who cannot maintain self-discipline may forfeit their privileges of school transportation. If this happens, they would have to rely on other transportation. According to the Pennsylvania Public School Code, the bus driver has the same authority as the teacher has in the classroom.

When students ride school district transportation, they are expected to:
♦ Be polite and courteous to all
♦ Stay seated at all times while bus is in motion
♦ Be respectful of others’ property
♦ Use appropriate language at all times
♦ Help keep every bus trip safe
♦ Follow school discipline policies

The school bus driver is authorized to enforce safety and social standards on his/her bus. He/she determines the degree of talking and activity permissible, conforming with policies set by the bus contractor and the Tyrone Area School District. The driver will explain the rules at the beginning of the school year or when the assignment of a driver of a pupil is changed. The driver, the bus contractors, and District Transportation Personnel keep a list of pupils assigned to the bus.

Students will NOT be permitted to get on or off at any stop other than his/her own established stop or ride any bus other than their own, unless written consent from a parent/guardian is approved by the transportation secretary and an administrator. An official Student Bus Pass will be issued that the student must present to the bus driver of the bus they wish to ride. No exceptions will be made. The same policy applies to students in transit from the vocational school as well as all extra-curricular events.

Due to overcrowding on school buses, it has been our district’s policy that students be permitted to ride other buses in case of emergencies only, and availability of seats allows for this accommodation. A written consent from a parent/guardian must be presented to the attendance clerk, approved by the transportation secretary, issued a Student Bus Pass, and presented to the appropriate bus driver.

BUS TRANSPORTATION - GACTC
Students who attend the GACTC are transported by school bus. Students are notified of the departure time. If a student misses the bus five (5) times or more, it may result in a meeting with the principal and the student being removed from the program. When a student misses the bus they are automatically assigned to ISS during the time they would have attended GACTC.
♦ GACTC students must directly enter the building from the bus and not go to their car in the parking lot.

SCHOOL BUS VIDEO/AUDIO SURVEILLANCE
For the safety of students and to maintain proper standards of conduct, a video/audio surveillance system may be in use on district school buses. This system is intended to assist the administration, bus contractors, and drivers in observing behavior and preventing violation of bus rules and regulations. Student behavior may be recorded and disciplinary action may be taken based on the behaviors recorded.
BIKES, SKATEBOARDING, ROLLER BLADES, ETC

Students shall not ride their bike, roller blade, roller-skate, or skateboard on school grounds at any time, whether during or after school hours. For purposes of this ban, school grounds shall include all school buildings, parking lots, paths, playing fields or adjacent school owned property. Students shall dismount from bikes, roller-skates, roller blades or skateboards before entering school grounds. Students choosing to carry roller blades, roller-skates or skateboards onto school property shall promptly store such equipment in lockers or other such storage areas. Students not abiding by these guidelines will have items confiscated and will face disciplinary action for inappropriate behavior.

PARKING/DRIVING PROCEDURES, RULES AND EXPECTATIONS

1. To park on school grounds students must pay a one-time fee of $20.00 per year. Parking tags can be obtained by filling out the appropriate form in the Main Office and providing the necessary information. A student must also complete the Drug Test Form before a permit will be issued. Although parking tags are given on a first come, first serve basis, preference will be given to seniors, then juniors. Sophomores are not allowed to receive a parking permit. (These forms can be found on the website.)

2. Driving to school is a privilege. ANY infraction of school rules can result in the loss of driving privileges. Any unsafe driving on school property will also result in loss of driving privileges. The speed limit is posted. All Pennsylvania traffic code and laws apply on school property.

3. If you leave school property without permission in a vehicle, you will lose the privilege to drive for one year. If you transport students not authorized to leave the building, you will lose the privilege to drive for one year. If you are not old enough to drive but leave the building without permission in a vehicle, you will not be permitted to drive for the first year that you possess a driver's license.

4. If you do not have a parking tag or do not have the tag in the proper place, a verbal warning given for the first offense; second offense will result in the loss of driving privileges for one year and after-school detention being assigned.

5. All vehicles parked on school property are subject to search. If there is reasonable suspicion that a weapon, any substance covered under the school's drug and alcohol policy, or anything endangering the health and welfare of students is in a student vehicle, the vehicle may be searched with the student present.

6. If driving privileges have been revoked and you drive or park on school property your vehicle will be towed away at your expense and/or law enforcement action will occur.

7. To be eligible for a parking permit the student and parent/guardian must have completed the Drug and Alcohol Testing agreement and the Student Code of Conduct pledge.

8. Students are permitted to park on campus in the following areas: Front of high school-Row closest to the highway. Students may not park in visitor, reserved, or handicap parking or the row closest to the school.

9. Parking permits must be turned in before the last day of school. There is a $5.00 fee for lost or damaged parking permits.

The regulations apply during school hours and only to school grounds. The school does not assume any responsibility for damaged or stolen cars.

Students who attend the Altoona Career and Technology Center are not permitted to drive or ride with another student to the CTC and must take transportation provided by the school district (unless permission has been obtained from both an administrator and a parent). Failure to comply with this policy may result in disciplinary action.

MOVING VIOLATIONS

The following is a list of Moving Violations that can get you a ticket or lead to loss of parking privileges and/or a call to Pennsylvania State Police:

- Driving too fast for conditions – speeding
- Reckless driving, including, but not limited to:
  - Performing burnouts, Spinning tires, Loss of control of vehicle, Backing out of a parking space without looking, Failure to yield right of way, Allowing people to hang out of, or from, your vehicle, Allowing people to ride in the back of a pick-up truck, Failure to stop at stop sign, Entering area marked “Do Not Enter”, etc.

PARKING/DRIVING OFFENSES

The following is a list of common parking offenses that can get you a ticket or lead to more severe consequences including loss of parking permit from 5 days to the remainder of school year, towed at your expense, and/or disciplinary action:

- Parking in a “No Parking” area, in an area not designated for student parking, or on a curb, lawn or driver’s education spot.
- Parking in a designated student area without vehicle being registered.
- Parking in a HANDICAPPED, VISITOR, or RESERVED space without proper identification.
- Double Parking – parking someone in.
- Parking in a designated parking area without displaying your assigned Parking Permit.
- Obstructing the Parking Permit.
- Parking an unregistered vehicle in a designated area with a valid permit.
- Using another person’s Parking Permit.
- Using vehicle to leave school during school hours without official permission.
- Visiting parking area and/or vehicle during school hours without official permission.
- Using the parking lot as a “hangout” before or after school. Students should report immediately inside after parking their car in a designated spot. Grilling breakfast, playing video games, and tailgating in general are not permitted in the parking lot.

**VO-TECH STUDENTS DRIVING**

**STUDENTS ATTENDING THE GACTC**

Students who attend the GACTC are **NOT** permitted to drive their personal vehicle to the school until they complete and submit a “Transportation Release Form.” (page 61)

Students needing to attend a function (such as extending testing, field trip, etc.) at GACTC must complete a “Transportation Release Form”. If you are requesting to ride with a student that has permission to drive to GACTC you must complete and submit a “Release for Student to Ride with Another Student in a Personal Vehicle” form. (page 64)

Students should request a form from the Transportation Office. Form must be completed, submitted, and approved prior to driving to the GACTC. Any student violating this policy will be reported to the High School Dean and will be subject to loss of driving privileges, etc.
## TYRONE AREA HIGH SCHOOL
### CHART OF DISCIPLINARY GUIDELINES/PROCEDURES

<table>
<thead>
<tr>
<th>DISCIPLINARY INFRACTION</th>
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<tr>
<td><em>&quot;CUTS,&quot; LEAVING SCHOOL WITHOUT PERMISSION, NOT ON CTC BUS, TRUANCY, AND OTHER ILLEGAL ABSENCES</em></td>
<td>Failure to report to school, class, or a specifically assigned area, not on district provided transportation, or leaving school without permission; late to class by 5 minutes or more</td>
<td>After-School Detention(s) assigned 1 per period cut; or 1 ISS for entire day truancy; parents notified by mail. Zero (0) for class.</td>
<td>After-School Detention(s) assigned 1 per period cut; or 1 ISS for entire day truancy; parents notified by mail</td>
<td>Administrator Review; Suspension up to 10 days/ISS or placement in one of the AEP options; informal hearing for 3 or more days Suspension</td>
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<td><strong>CUTTING OF AFTER-SCHOOL DETENTION</strong></td>
<td>Failure to report to the designated after-school detention</td>
<td>2 After-School Detentions; parents notified by mail; ineligible from all extra-curricular activities or school sponsored events until detention(s) have been completed</td>
<td>1 ISS assigned; parents notified by mail; ineligible from all extra-curricular activities or school sponsored events until detention(s) have been completed</td>
<td>Administrator Review; Suspension up to 10 days/ISS or placement in one of the AEP options; informal hearing for 3 or more days Suspension</td>
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<td><strong>CUTTING OF IN-SCHOOL SUSPENSION (ISS)</strong></td>
<td>Failure to report to ISS after attendance is taken in 1st period on assigned day; student reports to CTC or regular classes instead of ISS</td>
<td>2 OSS; parents notified; ineligible from all extra-curricular activities until suspension has been completed</td>
<td>3 OSS; parents notified</td>
<td>Administrator Review; Suspension up to 10 days or placement in one of the AEP options; informal hearing for 3 or more days Suspension</td>
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<td><strong>TARDINESS TO CLASS</strong></td>
<td>Being late (up to five minutes) to class and other obligations (i.e. Lunch, tutorial) (Note: Tardies in excess of five minutes will be considered a cut - see above)</td>
<td>1 After-School Detention</td>
<td>2 After-School Detentions</td>
<td>Administrator Review; Suspension to 10 days/ISS or placement in one of the AEP options; informal hearing for 3 or more days Suspension</td>
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<tr>
<td><strong>TARDINESS TO SCHOOL</strong></td>
<td>Being late to school</td>
<td>8 tardies = 2 after-school detentions and loss of parking privileges 2 weeks</td>
<td>12 tardies = ISS and loss of parking privileges for remainder of marking period</td>
<td>15 tardies = ISS, NO PROM, SNOWBALL, and loss of parking privileges for remainder of school year;</td>
</tr>
<tr>
<td><strong>UNEXCUSED DISMISSALS</strong></td>
<td>Unexcused early dismissals from school</td>
<td>8 dismissals = 2 after-school detentions and loss of parking privileges 2 weeks</td>
<td>12 dismissals = ISS and loss of parking privileges for remainder of marking period</td>
<td>15 dismissals = ISS, NO PROM, SNOWBALL, and loss of parking privileges for remainder of school year;</td>
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<tr>
<td><strong>INAPPROPRIATE BEHAVIOR</strong></td>
<td>Any form of disruptive or inappropriate behavior resulting in a referral to the office</td>
<td>1 to 3 After-School Detentions; parents notified by mail</td>
<td>1 ISS; parents notified</td>
<td>Administrator Review; Suspension up to 10 days/ISS or placement in one of the AEP options; informal hearing for 3 or more days Suspension</td>
</tr>
<tr>
<td><strong>PUBLIC DISPLAYS OF AFFECTION (PDA)</strong></td>
<td>Any form of public displays of affection</td>
<td>1 to 3 After-School Detentions; parents notified by mail</td>
<td>1 ISS; parents notified</td>
<td>Administrator Review; Suspension up to 10 days/ISS or placement in one of the AEP options; informal hearing for 3 or more days Suspension</td>
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<tr>
<td><strong>INAPPROPRIATE LANGUAGE</strong></td>
<td>Swearing, use of foul or abusive language or gestures in or around the school</td>
<td>1 to 3 After-School Detentions or one ISS; parents notified by mail</td>
<td>1 to 3 days ISS; parents notified; informal hearing for 3 or more days Suspension</td>
<td>Administrator Review; Suspension up to 10 days/ISS or placement in one of the AEP options; informal hearing for 3 or more days Suspension</td>
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<td><strong>INAPPROPRIATE LANGUAGE TOWARD STAFF / TEACHER AND STAFF DISRESPECT</strong></td>
<td>Swearing: use of foul or abusive words or gestures toward any school-district employed personnel</td>
<td>Out-of-School Suspension of 1 to 3 days; parent conference scheduled; possible referral to legal authorities; informal hearing for 3 or more days Suspension</td>
<td>Out-of-School Suspension up to 10 days; conference scheduled with Administrator; informal hearing for 3 or more days Suspension</td>
<td>Administrator Review; Suspension up to 10 days/ISS or placement in one of the AEP options; charges to District Justice Office; informal hearing for 3 or more days Suspension</td>
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<tr>
<td><strong>INSUBORDINATION / TEACHER AND STAFF DISRESPECT</strong></td>
<td>Refusal to follow a directive; possession of lighter/electronic devices; refusal to respect the authority of school district staff members</td>
<td>ISS or Suspension of 1 to 10 days; parents notified by mail</td>
<td>2 ISS or Out-of-School Suspension up to 10 days; conference scheduled with Administrator; informal hearing for 3 or more days Suspension</td>
<td>Administrator Review; Suspension up to 10 days/ISS or placement in one of the AEP options; informal hearing for 3 or more days Suspension</td>
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<tr>
<td><strong>HARASSMENT/ BULLYING</strong></td>
<td>Any unwelcome verbal, written, electronic, or physical conduct directed at a student by another student or students, or by an adult; taunting of others.</td>
<td>Suspension of 1 to 3 days; parent conference scheduled; possible referral to legal authorities; informal hearing for 3 or more days Suspension</td>
<td>Suspension up to 10 days; conference scheduled with Administrator; informal hearing for 3 or more days Suspension</td>
<td>Administrator Review; Suspension up to 10 days/ISS or placement in one of the AEP options; charges to District Justice Office; informal hearing for 3 or more days Suspension</td>
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*WHEN MORE THAN ONE OFFENSE OCCURS, DISCIPLINE WILL REFLECT AN ACCUMULATION OF CONSEQUENCES TO BE DETERMINED BY THE PRINCIPAL OR DEAN OF STUDENTS.*
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<tr>
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<td>ETHNIC or SEXUAL HARASSMENT</td>
<td>Any form of harassment against another's culture, heritage, or other characteristics or based on gender</td>
<td>Suspension up to 10 days; conference scheduled with the principal; possible referral to legal authorities; informal hearing for 3 or more days Suspension</td>
<td>Suspension up to 10 days; conference scheduled with the principal; possible referral to legal authorities; informal hearing for 3 or more days Suspension</td>
<td>Administrative Review; placement in one of the AEP options</td>
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<td>TERRORISTIC THREATS/ACTS</td>
<td>Acts that are a detriment to the safety and well being of students and staff; verbal or written threats containing words like: killing, shooting, murder etc.</td>
<td>Immediately suspended up to 10 days; parent notified and conference scheduled; legal authorities notified; SAP referral; informal hearing for 3 or more days Suspension</td>
<td>Immediately suspended up to 10 days; parent notified and conference scheduled; legal authorities notified; informal hearing for 3 or more days Suspension</td>
<td>Administrative Review; immediately suspended; case reported to Superintendent who may recommend expulsion; informal hearing for 3 or more days Suspension</td>
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<td>THREATS TOWARDS TEACHER/STAFF</td>
<td>Acts that are a detriment to the safety and well being of teachers/staff that cause alarm and unrest, could be physical, verbal or written; intimidation; threats containing words like: killing, shooting, murder, wanting to beat up, punch, etc.</td>
<td>Immediately suspended up to 10 days; parent notified and conference scheduled; legal authorities notified; SAP referral; informal hearing for 3 or more days Suspension</td>
<td>Immediately suspended up to 10 days; parent notified and conference scheduled; legal authorities notified; informal hearing for 3 or more days Suspension</td>
<td>Administrative Review; immediately suspended; case reported to Superintendent who may recommend expulsion; informal hearing for 3 or more days Suspension</td>
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<td>FIGHTING</td>
<td>Any physical confrontation in or around school property, at a school function or on the bus, that is not deemed self-defense</td>
<td>Immediately suspended up to 10 days; parent notified and conference scheduled; legal authorities notified; SAP referral; informal hearing for 3 or more days Suspension</td>
<td>Immediately suspended up to 10 days; parent notified and conference scheduled; legal authorities notified; SAP referral; informal hearing for 3 or more days Suspension</td>
<td>Administrative Review; immediately suspended; case reported to Superintendent who may recommend expulsion; informal hearing for 3 or more days Suspension</td>
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<td>ASSAULT RESULTING IN SERIOUS INJURY</td>
<td>An intentional physical attack causing the victim obvious severe or aggravated bodily injury</td>
<td>Suspension up to 10 days or placement in one of the AEP options and/or expulsion; parent notified and conference scheduled; legal authorities will be notified; SAP referral; informal hearing for 3 or more days Suspension</td>
<td>Suspension up to 10 days; placement in one of the AEP options and/or expulsion; parent notified and conference scheduled; legal authorities notified; SAP referral; informal hearing for 3 or more days Suspension</td>
<td>Administrative Review; minimum suspension of 10 days or placement in one of the AEP options and/or expulsion; parent notified and conference scheduled; legal authorities notified; SAP referral; informal hearing for 3 or more days Suspension</td>
</tr>
<tr>
<td>ASSAULT INVOLVING USE OF A WEAPON</td>
<td>An intentional physical attack by one person against another where the attacker either uses a weapon or displays a weapon in a threatening manner.</td>
<td>Weapon to be confiscated; parents and Superintendent notified; SAP referral; Administrator Review; Suspension up to 10 days or placement in one of the AEP options and/or expulsion; informal hearing for 3 or more days Suspension</td>
<td>Weapon to be confiscated; parents and Superintendent notified; SAP referral; Administrator Review; Suspension up to 10 days or placement in one of the AEP options and/or expulsion; informal hearing for 3 or more days Suspension</td>
<td>Administrator Review; Suspension up to 10 days or placement in one of the AEP options and/or expulsion; parent notified and conference scheduled; legal authorities notified; SAP referral; informal hearing for 3 or more days Suspension</td>
</tr>
<tr>
<td>DRESS CODE VIOLATION</td>
<td>Wearing of clothing or jewelry outlined in Dress guidelines</td>
<td>1 After-School Detention – student asked to dress in an appropriate manner - will be sent to change clothes</td>
<td>1 ISS; parent notified</td>
<td>Administrator Review; Suspension up to 10 days or placement in one of the AEP options and/or expulsion; parent notified and conference scheduled; legal authorities notified; SAP referral; informal hearing for 3 or more days Suspension</td>
</tr>
<tr>
<td>WEARING OF HEADWEAR DURING SCHOOL DAY</td>
<td>Upon entering of school, students are expected to remove their headwear (including but not limited to bandanas, hats, hoods, and du-rags) and place it in their locker for the duration of the school day</td>
<td>1 After-School Detention – student will be asked to remove headwear and place it in their locker</td>
<td>2 After-School Detentions; headwear confiscated; student may pick up at end of school day</td>
<td>Administrator Review; headwear confiscated; parent may pick up at end of school day; suspension up to 3 days; informal hearing for 3 or more days Suspension</td>
</tr>
<tr>
<td>CHEATING/PLAGIARISM</td>
<td>Copying from another source without proper documentation or supplying answers to another</td>
<td>3 ISS; zero grade earned; parents notified by the teacher; informal hearing for 3 or more days Suspension</td>
<td>5 ISS; zero grade earned; parents notified; informal hearing for 3 or more days Suspension</td>
<td>Administrator Review; parent conference scheduled to determine further disciplinary action which could include course failure</td>
</tr>
<tr>
<td>FORGERY/LYING</td>
<td>Illegally writing or telephoning in of passes, excuses, or early dismissals OR avoiding the truth or presenting falsehoods</td>
<td>Elimination of hall pass privileges; 1 detention; parents notified by mail</td>
<td>2 After-School Detentions; parent conference scheduled</td>
<td>Administrator Review; suspension up to 10 days or placement in one of the AEP options for the remainder of the school year; informal hearing for 3 or more days Suspension</td>
</tr>
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</table>

*WHEN MORE THAN ONE OFFENSE OCCURS, DISCIPLINE WILL REFLECT AN ACCUMULATION OF CONSEQUENCES TO BE DETERMINED BY THE PRINCIPAL OR DEAN OF STUDENTS.*
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<thead>
<tr>
<th>DISCIPLINARY INFRACTION</th>
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<tr>
<td>DRIVING OR PARKING VIOLATION</td>
<td>Unsafe driving or incorrect parking on school property</td>
<td>1 After-School Detention; fine; possible towing or ticketing; loss of parking privileges on school property for up to 10 days; parents notified</td>
<td>2 After-School Detentions; fine; possible towing or ticketing; loss of parking privileges on school property for up to 10 days; parents notified</td>
<td>Administrator Review; Loss of parking privileges on school property for 3 months or remainder of school year</td>
</tr>
<tr>
<td>WEAPONS, ATTEMPTED ARSON, OR BOMB THREATS</td>
<td>Carrying or harboring weapons; attempting to set a fire; issuing of a bomb threat; or possessing or setting off devices which could be disruptive (Weapons include, but are not limited to knives, clubs and anything that could be used to inflict physical damage) See School Board Policy 218.1</td>
<td>Weapon to be confiscated; parents and Superintendent notified; SAP referral; Administrator Review; Suspension up to 10 days or placement in one of the AEP options and/or expulsion; legal authorities notified; driving privileges suspended; informal hearing for 3 or more days Suspension; Threat assessment</td>
<td>Weapon to be confiscated; parents and Superintendent notified; SAP referral; Administrator Review; Suspension up to 10 days or placement in one of the AEP options, and/or expulsion; legal authorities notified; driving privileges suspended; informal hearing for 3 or more days Suspension; Threat assessment</td>
<td>Administrator Review; Weapon to be confiscated; parents and Superintendent notified; SAP referral; Administrator Review; Suspension up to 10 days; placement in one of the AEP options and/or expulsion; legal authorities notified; driving privileges suspended; informal hearing for 3 or more days Suspension; Threat assessment</td>
</tr>
<tr>
<td>USE OF WEAPONS, EXPLOSIVE DEVICES, OR ARSON</td>
<td>Possession and/or use of a lethal weapon; igniting a smoke bomb and/or other explosive device as listed in the Gun-Free Schools Act of 1994; starting a fire on school property</td>
<td>Weapon to be confiscated, parents and Superintendent contacted, SAP referral, Administrator Review: Suspension up to 10 days or placement in one of the AEP options, and/or expulsion legal authorities notified; driving privileges suspended; informal hearing for 3 or more days Suspension</td>
<td>Weapon to be confiscated, parents and Superintendent contacted, SAP referral, Administrator Review: Suspension up to 10 days or placement in one of the AEP options, and/or expulsion legal authorities notified; driving privileges suspended; informal hearing for 3 or more days Suspension</td>
<td>Administrator Review; Weapon to be confiscated; parents and Superintendent contacted; SAP referral; Administrator Review; Suspension up to 10 days or placement in one of the AEP options, and/or expulsion; legal authorities notified; driving privileges suspended; informal hearing for 3 or more days Suspension</td>
</tr>
<tr>
<td>TOBACCO</td>
<td>Possession or use of tobacco products including, but not limited to, cigarettes and “snuff”</td>
<td>Suspension of 3 days; referral to SAP; law enforcement; parents and District Justice notified; informal hearing</td>
<td>Suspension of 3 days; referral to SAP; law enforcement; parents and District Justice notified; informal hearing</td>
<td>Administrator Review; Suspension of up to 10 days; referral to SAP; legal authorities notified; parents and District Justice notified; informal hearing; 4th offense automatic referral to School Board for expulsion</td>
</tr>
<tr>
<td>CELL PHONE/ELECTRONIC DEVICES VIOLATION</td>
<td>Cell phone/electronic device is in plain sight, vibrates, rings - student answers phone, takes pictures with, uses as a calculator/ watch, or text messages during school day</td>
<td>1 After-School Detention; cell confiscated; student may pick up cell phone/electronic device at end of school day</td>
<td>2 After-School Detentions; cell phone/electronic device confiscated; cell phone/electronic device returned to parents only</td>
<td>Administrator Review; 1 day of ISS; student banned from having a cell phone/electronic device at school; cell phone/electronic device returned at end of school year; possible AEP placement; informal hearing for 3 or more days Suspension; loss of Prom, Snowball, and parking privileges</td>
</tr>
<tr>
<td>INAPPROPRIATE USE OF INTERNET AND/OR COMPUTER NETWORK</td>
<td>Refer to the acceptable use of computer network and internet access policy in this handbook</td>
<td>1 ISS; 45 day suspension of Internet Use*</td>
<td>2nd Occurrence-Suspension of 1-3 days out-of-school; 90 day suspension of Internet Use*</td>
<td>Administrator Review; Suspension of 5-10 out-of-school with informal hearing; placement in one of the AEP options. *Internet sites that are deemed necessary to the curriculum will remain accessible during suspensions. Computer violations of sufficient seriousness may constitute felonies under PA Title 18, Chapter 76, Subchapter B, Sections: 7611, 7612, 7613, 7614, 7615, 7616</td>
</tr>
<tr>
<td>THROWING OF FOOD OR ANY OBJECT</td>
<td>Throwing of food, drink or any object in the cafeteria or any other area of the building</td>
<td>Suspension of 1 to 10 days; parent conference scheduled; legal authorities notified; informal hearing for 3 or more days Suspension</td>
<td>Suspension up to 10 days or placement in one of the AEP options; legal authorities notified; informal hearing for 3 or more days Suspension</td>
<td>Administrator Review; Placement in one of the AEP options; informal hearing for 3 or more days Suspension</td>
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<td>THEFT OR DEFACING SCHOOL AND/OR PERSONAL PROPERTY</td>
<td>Removal of property belonging to the school or another person or damage and destruction to school or personal property</td>
<td>Suspension of 1 to 3 days; restitution and possible referral to legal authorities; conference scheduled with the principal; informal hearing for 3 or more days Suspension</td>
<td>Administrator Review; restitution and referral to legal authorities; suspension up to 10 days or placement in one of the AEP options; informal hearing for 3 or more days Suspension</td>
<td>Administrator Review; Placement in one of the AEP options or expulsion; restitution and referral to legal authorities; informal hearing for 3 or more days Suspension</td>
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<td>BUS VIOLATIONS</td>
<td>Any form of disruptive or inappropriate behavior resulting in a referral to the office</td>
<td>1 to 3 After-School Detentions; parents notified by mail; Possible bus removal of 1,3,5, or indefinite days</td>
<td>1 ISS; parents notified; Possible bus removal of 1,3,5, or indefinite days</td>
<td>Administrator Review; Suspension up to 10 days/ISS or placement in one of the AEP options; informal hearing for 3 or more days Suspension; Possible bus removal of 1,3,5, or indefinite days</td>
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*THIS HANDBOOK IS SUBJECT TO ADMINISTRATIVE DISCRETION.

INFORMAL HEARING DEFINITION
When an out-of-school or in-school suspension is of three (3) or more school days, the student and parent/guardian will be given the opportunity to meet for (or participate in) an informal hearing with the administration. Initial notification of suspension and possible informal hearing will occur within 24 hours of discussion of such consequences with student. Informal hearings may occur over the phone at the request of a parent/guardian.

ADDITIONAL CONSEQUENCES WILL APPLY:
- Five (5) infractions – loss of parking privileges for two (2) weeks
- Eight (8) infractions – NO PROM, Snowball, loss of parking privileges for the remainder of the school year
- If the student is assigned four or more in-school suspensions throughout the year or two or more out-of-school suspensions throughout the year, the student will not be permitted to attend an educational field trip unless he/she is accompanied by a parent or guardian.
<table>
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<tr>
<th>SITUATIONAL CATEGORY</th>
<th>IMMEDIATE ACTION/REFERRAL</th>
<th>INVESTIGATION</th>
<th>NOTIFICATION OF PARENT/GUARDIAN</th>
<th>NOTIFICATION OF POLICE</th>
<th>DISPOSITION OF SUBSTANCE</th>
<th>DISCIPLINE/TREATMENT</th>
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<tr>
<td>1. A student is suspected of possible drug or alcohol use. There is no violation or physical evidence.</td>
<td>The student is informed of available help and encouraged to seek assistance. A referral is made to the Student Assistance Program (SAP).</td>
<td>SAP will process the student.</td>
<td>As determined by school-specific SAP process.</td>
<td>At the discretion of the principal.</td>
<td>Not applicable.</td>
<td>None. An intervention conference will be held if the SAP feels it is indicated by the data.</td>
</tr>
<tr>
<td>2. A student contacts a staff member in regard to the drug or alcohol use of another student.</td>
<td>The student who contacts a staff member is encouraged to get the student with a problem to personally seek assistance through SAP.</td>
<td>Staff member refers suspected student to SAP.</td>
<td>Not applicable.</td>
<td>At the discretion of the principal.</td>
<td>Not applicable.</td>
<td>None. SAP will monitor the student.</td>
</tr>
<tr>
<td>3. A student volunteers information about personal drug or alcohol use and asks for help.</td>
<td>The student is informed of services available and encouraged to seek assistance through SAP. Staff member refers student to SAP.</td>
<td>SAP will process the student.</td>
<td>As determined by school-specific SAP process.</td>
<td>At the discretion of the principal.</td>
<td>Not applicable.</td>
<td>None. SAP will monitor the student.</td>
</tr>
<tr>
<td>4. Student voluntarily confirms suspected possession or use. No substances found at school.</td>
<td>The student is informed of services available and encouraged to seek assistance through SAP. Staff member refers student to SAP.</td>
<td>SAP will process the student.</td>
<td>As determined by school-specific SAP process.</td>
<td>At the discretion of the principal.</td>
<td>Not applicable.</td>
<td>SAP will monitor the student.</td>
</tr>
<tr>
<td>5. The student has a drug or alcohol related medical emergency.</td>
<td>The principal and nurse will be summoned immediately. Student will be transported to medical facility. Referral to SAP.</td>
<td>The principal will investigate the incident. The student, his/her locker and other possessions will be searched. Confiscation of any found substance. SAP will process the student.</td>
<td>Yes, requested to come to the school as soon as possible.</td>
<td>Yes.</td>
<td>Analysis will be made for possible use in further proceedings.</td>
<td>If there is evidence of further violation, see appropriate situational category.</td>
</tr>
<tr>
<td>6. The student possesses drug-related paraphernalia. No evidence of use.</td>
<td>Principal is summoned. Paraphernalia is confiscated. Referral to SAP. Staff member writes an anecdotal report of the incident.</td>
<td>The principal will investigate the incident. The student, his/her locker and other possessions will be searched. Confiscation of substance. SAP will process the student.</td>
<td>Yes.</td>
<td>At the discretion of the principal.</td>
<td>Analysis if warranted will be made for possible use in further proceedings.</td>
<td>Required meeting with the principal. If there is evidence of a further violation, see appropriate situational category, informal hearing. 1-10 days out of school suspension. Mandated referral for drug and alcohol assessment. Student must follow treatment recommendations.</td>
</tr>
<tr>
<td>SITUATIONAL CATEGORY</td>
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<tr>
<td>7. A student possesses, uses or is under the influence of drugs or alcohol - First offense - Cooperative behavior.</td>
<td>Principal is summoned. Referral to SAP. Staff member writes an anecdotal report of the incident.</td>
<td>The principal will investigate the incident. The student, his/her locker, and other possessions will be searched. Confiscation of substance. SAP will process the student.</td>
<td>Yes, requested to come to the school as soon as possible.</td>
<td>Yes.</td>
<td>Analysis will be made for possible use in further proceedings.</td>
<td>Informal hearing. Up to 10 day in- or out-of-school suspension. Mandated referral for drug and alcohol assessment. Student must follow treatment recommendations. Possible Placement in AEP.</td>
</tr>
<tr>
<td>8. A student possesses, uses or is under the influence of drugs or alcohol. First offense. Uncooperative behavior.</td>
<td>Principal is summoned. Referral to SAP. Staff member writes an anecdotal report of the incident.</td>
<td>The principal will investigate the incident. The student, his/her locker and other possessions will be searched. Confiscation of substance. SAP will process the student.</td>
<td>Yes, requested to come to the school as soon as possible.</td>
<td>Yes.</td>
<td>Analysis will be made for possible use in further proceedings.</td>
<td>Informal hearing. Up to 10-day in- or out-of-school suspension. Possible formal hearing for expulsion from school. Mandated referral for drug and alcohol assessment. Student must follow treatment recommendations. Possible placement in AEP.</td>
</tr>
<tr>
<td>9. A student possesses, uses or is under the influence of drugs or alcohol at a school-related or school-sponsored activity on or off school property.</td>
<td>Chaperone will contact the group advisor and principal. Referral to SAP.</td>
<td>The principal will investigate the incident. The student, his/her locker and other possessions will be searched. Confiscation of substance. SAP will process the student.</td>
<td>Yes.</td>
<td>Yes.</td>
<td>Analysis will be made for possible use in further proceedings.</td>
<td>The student will be sent home immediately at parental expense or detained until a parent can accompany the student. Further discipline as provided by the appropriate situational category will be administered following the principal’s investigation. Mandated referral for drug and alcohol assessment. Student must follow treatment recommendations. Possible placement in AEP.</td>
</tr>
<tr>
<td>10. A student is caught again in possession, use or under the influence of drugs or alcohol.</td>
<td>Principal is summoned. Referral to SAP. Staff member writes an anecdotal report of the incident.</td>
<td>The principal will investigate the incident. The student, his/her locker, and other possessions will be searched. Confiscation of substance. SAP remains actively involved with the student.</td>
<td>Yes, requested to come to the school as soon as possible.</td>
<td>Yes.</td>
<td>Analysis will be made for possible use in further proceedings.</td>
<td>Informal hearing. Up to 10-day in- or out-of-school suspension. Formal board hearing for expulsion. Mandated referral for drug and alcohol assessment. Student must follow treatment recommendations. Possible placement in AEP.</td>
</tr>
<tr>
<td>11. A student is distributing a drug, alcohol or controlled substance.</td>
<td>Principal is summoned. Referral to SAP. Staff member writes an anecdotal report of the incident.</td>
<td>The principal will investigate the incident. The student, his/her locker, and other possessions will be searched. Confiscation of substance. SAP remains actively involved with the student.</td>
<td>Yes, requested to come to the school as soon as possible.</td>
<td>Yes.</td>
<td>Analysis will be made for possible use in further proceedings.</td>
<td>Informal hearing. Up to 10-day in or out-of-school suspension. Possible formal board hearing for expulsion. Mandated referral for drug and alcohol assessment. Student must follow treatment recommendations. Possible placement in AEP.</td>
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PART VI ~ REGULATIONS, PROCEDURES & FORMS

STUDENT REGULATIONS AND DISCIPLINARY PROCEDURES

In order to live and work in an orderly democratic school environment, it is necessary to establish rules and regulations which will insure the rights and welfare of all. When these regulations are violated, the student will be subject to an appropriate form of discipline. In all cases, the administration retains the right to use its discretion in evaluating cases; however, a student's past record, attitude, and willingness to cooperate in correcting behavior problems will be considered.

The Tyrone Area High School believes that good conduct is closely related to a positive environment for learning and an effective instructional program. It is expected that students follow the rules and regulations governing student conduct in school and during the time spent in travel to and from school. Such rules shall require that students:

• conform to reasonable standards of socially acceptable behavior
• respect the rights, person, and property of others
• preserve the degree of order necessary to the educational program in which they are engaged
• respond positively and promptly to those adults charged with the responsibility of monitoring student behavior

To ensure a safe learning environment, students are expected to have appropriate behavior and attendance. Detentions, suspensions, and possible expulsion from school could result when students are guilty of infractions. Participation in any school function or activity including athletics is prohibited for the duration of the suspension and could result in exclusion from extra-curricular activities for part or all of the school year.

The administration reserves the right to modify disciplinary action based on individual circumstances and investigation.

Students will not be able to participate and/or spectate at any extracurricular activities, including athletics, until all discipline is completed. This means that if a student misses a day of detention or ISS that they may not participate or spectate until those consequences are completed. For example: if a student cuts an after-school detention, he/she will be assigned an ISS. The student will be ineligible until he/she completes the ISS which may be after the event.

AFTER-SCHOOL DETENTION
AFTER SCHOOL DETENTION – ROOM 224 – 3:15:4:15 PM

DETENTION RULES

1. You must be in your detention on time. Tardiness will not be tolerated and will result in further and additional disciplinary action.
2. Failure to work during detention will result in your removal from detention and appropriate disciplinary action.
3. All rules of the high school will be enforced in detention at all times.
4. During the time you are assigned to detention, talking or any form of communication with other students is ABSOLUTELY FORBIDDEN.
5. Hall passes will not be issued to go to lockers, offices, restrooms, etc. All materials and outerwear should be brought with you when you report to the detention room. There are NO “breaks.”
6. No drinks, foods, candies or gums, etc., are permitted in the detention room at any time.
7. You will be assigned a seat when you arrive at detention, and you may not leave that seat without teacher permission.
8. Sleeping, placing your head down on the desk, and other non-productive behaviors will not be tolerated and will result in removal from detention and appropriate disciplinary action.
9. Students are required to bring schoolbooks, assignments, pencils, coats, hat, etc. with them to detention.
10. Students must leave the building directly from detention. Students may not go to their lockers before leaving the building.
11. There will be no lavatory privileges.
12. Failure to serve scheduled detention will result in additional disciplinary action which may include, but not limited to:
   a. suspension from extra-curricular activities
   b. additional detention time
   c. out-of-school suspension
   d. recommendation for expulsion

ALL VIOLATIONS WILL RESULT IN FURTHER DISCIPLINARY ACTION.

Only one (1) after-school detention will be rescheduled each nine weeks. Requests must be made by parent/guardian in writing before 11:30 a.m. on the day of detention. Reschedules can only occur as a result of a legitimate excuse. Failure to comply with these rules will result in further disciplinary action.
LUNCH DETENTION

Students will be assigned Lunch Detention:
- If they fail to attend their after-school detention or Academic Detention
- As determined by the principal or dean of students

ACADEMIC DETENTION

Students will be assigned Academic Detention by the Principal on the recommendation of their teacher if they meet the following criteria:
- Failing quarter grade/one of the lowest in the class
- Failing quarter grade for three weeks or more
- Multiple missing assignments
- Refusal to participate in class
- Missing major project or test
- Refusal to attend academic support

Students who are struggling or cannot actually do the work are NOT assigned to Academic Detention. This program is designed to target only the most severe cases of academic non-compliance.

IN-SCHOOL SUSPENSION (ISS)

When students are assigned to ISS, they are to report to the ISS room immediately after the bell for first period. As a courtesy, the Attendance Office will send a reminder notice to the student’s 1st period and this notice may be omitted at times. Students are to remain in the ISS room for the entire school day. Parents will be notified when students are assigned ISS.

*It is the student’s responsibility, with or without the reminder notice, to be in the ISS room at the proper time.*

Assignments will be collected for students assigned to ISS. All assignments are due as indicated by the teacher sending work to student in ISS. Failure to complete work in the given time period will result in a zero for the assignment. If a student satisfactorily completes all of the assignments before the end of the day, the ISS teacher may assign students additional work. Students may also be requested to complete a learning module geared at helping students learn from their past mistakes in order to change the behavior that resulted in the In School Suspension.

Once students are assigned an ISS date, that date will not be rescheduled. If a student is absent from school on a day that he/she was scheduled for ISS, the student will be required to attend ISS the very next day he/she returns to school.

- *Students assigned to the ISS placement may not be permitted to attend GACTC or participate in any extra-curricular activities on that date.*
- If a student reports to the ISS room late or fails to report on the assigned date, the student will receive two days of ISS. If a student has an early dismissal on the assigned date, additional ISS time may be scheduled for the next day.
- *Students who are subject to disciplinary ISS Placement or are absent on Friday, may not attend any school function to be held before the following Monday.*

OUT-OF-SCHOOL SUSPENSION (OSS)

Students can be assigned to OSS at the discretion of Administration where suspension is listed as one of the disciplinary consequences.

When a student is suspended out-of-school, the student may not visit any school campus throughout the duration of the suspension, nor may the student participate in any extracurricular activities, including athletic practices, competitions, dances, performances, etc. Students may resume participation in extracurricular activities on the day they return to school.

When a student is placed in out-of-school suspension, participation in extracurricular, co-curricular or field trip activities will be prohibited. Students may resume participation in extracurricular activities on the day they return to school. A coach or sponsor may set a more restrictive rule if missing practice has influenced preparation for participation.

Finally, students suspended from GACTC may not attend the high school during the period of suspension. Likewise, students suspended from the Tyrone Area High School may not attend the vocational school during the period of suspension.

ALTERNATIVE EDUCATION PLACEMENT PROGRAMS

When repeated application of specified penalties and interventions has failed to change behavior on the part of the student, the administrator may elect placement based on recommendations from the Alternative Educational Placement Committee.
SCHOOL RESOURCE OFFICER

Tyrone Area High School is fortunate to have a School Resource Officer (SRO) as a part of our educational team. A School Resource Officer is a sworn law enforcement officer, assigned to a school on a long-term basis. The SRO is specifically trained in and performs three main functions: law enforcement officer, law related counselor, and law related educator. In addition, the SRO works in collaboration with the school and the community as a resource.

STUDENTS AND THE LOCAL POLICE

At times it will be necessary for school officials to call the local police. This may happen when a weapon is involved, a student has an illicit substance on his/her person, or a student is disorderly. A disorderly student is one who acts with intent to create a public inconvenience, annoyance or alarm. He may also be a student who recklessly creates a risk by engaging in a fight or a threat of violent or tumultuous behavior. Finally, he is one who makes unreasonable noise, uses obscene language, makes obscene gestures, or who creates a hazardous or physically offensive condition by any act which serves no legitimate purpose. (Crimes Code of PA §5503 Disorderly Conduct) There may be other times when the local police may be called. An example of this is when a student has been asked by the administration to search his personal belongings and the student refuses. Such a refusal is viewed as provocation to call the local policing authority. When a student is accused of committing an act that requires that they talk with the local policing authority, all attempts will be made to contact parents. Should the school be unable to contact the parent before the student talks with the local police and the school administrators deem the interview with the student an emergency situation they will, acting in loco de parentis, represent the interests of the parent. The school may not contact parents if directed not to do so by the representatives of Children and Youth services of Blair, Centre, or Huntingdon Counties.

GENERAL LOCKER SEARCHES

General Locker Searches – It is the policy of the Tyrone Area School District to conduct, in certain circumstances, periodic searches of the lockers located in the school facilities. School authorities may search a student’s locker and seize any illegal or unauthorized items or materials, including but not limited to, weapons, knives, firearms, ammunition, firecrackers, smoke bombs, or any other incendiary or explosive device; tobacco products, “look-a-likes” and paraphernalia; drugs or controlled substances, drug use paraphernalia, or “look-a-likes” in any form; alcohol or “look-a-likes” in any form; obscene materials; stolen property; any other poisonous or harmful material or item. Searches may include, but are not limited to, the utilization of a certified police drug detection dog, or any other device deemed useful in protection of the health, safety, and welfare of the school population. Before School District personnel open a locker, a student shall be notified and given an opportunity to be present, but not to stop the search. Any and all lockers may be searched and any contents therein can be seized. Any contraband or unauthorized items or materials discovered can be seized and may be the subject of disciplinary action and/or criminal charges.

Individualized Searches – Where school authorities have a reasonable suspicion that a locker contains materials which pose a threat to the health, welfare, and safety of students, faculty, administration, visitors and/or school property, any student and any student’s locker(s) may be searched without proper warning or, in the case of a student’s locker, without the presence of the student. If these certain circumstances arise, the student and ANY and ALL contents of the locker may be subject to search, including but not limited to items such as coats, book bags, purses, gym bags, containers or any other object where the contents may be kept. Any contraband or unauthorized items or materials discovered can be seized and may be the subject of disciplinary action and/or criminal charges.

PHONE CALLS

Phone usage is discouraged during school hours; however, we understand that emergencies arise and the student must call his/her parent or employer. To use the phone in the Main Office a student must first report to his/her scheduled class to obtain a pass from the teacher. PHONE USAGE WILL NOT BE PERMITTED WITHOUT A PASS FROM A STUDENT’S SCHEDULED TEACHER. ALL CALLS ARE TO BE LIMITED TO EMERGENCIES CALLS ONLY.

* Office personnel will make every effort to deliver student emergency messages received from parents, guardians, or employers only. Please check the Main Office between classes if you are expecting something to be dropped off.

* Messages from friends WILL NOT be delivered.

* Students may not use cellular phones to place calls during the school day.

HALLWAYS & GREEN HALL PASSES

Tyrone Area High School Students shall at all time conduct themselves in a responsible, respectful manner that will reflect positively on themselves and our school. Appropriate hallway behavior includes talking in quiet voices, using appropriate language, walking (not running), and respecting the rights of all students and staff. Public displays of affection are socially unacceptable and are therefore prohibited. Violations of school rules that occur in the hallways will result in disciplinary referrals. Hall passes are imperative to good school discipline and to the accountability of students when in the hallways.

♦ A student should carry his/her pass so that faculty monitoring the hallways can see it. Information on the pass must include the student’s name, destination, date, time, and a school official’s signature.

♦ Students should expect teachers, principals, and other school officials to ask for a hall pass at any time they are in the hallways during class time. Students without passes will be escorted to their class or taken to the Attendance Office.
♦ Students are not permitted to leave a regularly scheduled class without a written pass from the requesting teacher and prior approval from the regularly scheduled teacher and an administrator.
♦ Those students who consistently violate school rules may be placed on a hall pass restriction list for an indefinite period of time.

**STUDENT COMPLAINT PROCEDURES/INCIDENT REPORT**
When a student feels the need to voice concerns about issues surrounding the operation of the school, he/she may pursue the following procedural guidelines: Complete the Student Incident Form found in the Attendance Office and make an appointment with the appropriate administrator or guidance counselor to discuss the issues.

**FLAG SALUTE AND PLEDGE OF ALLEGIANCE**
It is the responsibility of every citizen to show proper respect for his/her country and the flag. Students may decline to recite the Pledge of Allegiance and 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 interest of classmates who do wish to participate.

**STUDY HALL GUIDELINES**
Study halls will be conducted in a traditional manner and in accordance with the following guidelines:
1. Students should report to study hall prepared to do school work. They should bring books, pencils, paper, and homework assignments.
2. Study hall time should be devoted to the completion of assigned homework.
3. Student conversations are discouraged.
4. Students will be allowed out of study hall only with a properly signed pass from a teacher. The study hall monitor should maintain a sign out sheet with student name, destination, departure and arrival times.
5. All students should have assigned seats.
6. Feet should be kept on the floor and not on tables or chairs.
7. Student use of vending machines is prohibited. WATER ONLY IS ALLOWED IN ANY STUDY HALL.
8. There will be absolutely no cell phone usage in study hall.

**CAFETERIA PROCEDURES**
The high school has a closed lunch period; therefore, students are not permitted to leave school during their assigned lunch period.
- Students may not take food out of the cafeteria. Students are not permitted to eat food or have any open beverage containers in the hallways. Students may have water in the hallways and classrooms.
- Students can apply for free/reduced lunches (if applicable) by completing an application at the beginning of the school year and turning it into the cafeteria.
- Each student is assigned a PIN (Personal Identification Number) to be used in the cafeteria. Students can either prepay into their account or pay cash as they go through the line. Additional information is available in the High School cafeteria.
- Breakfast is served in the cafeteria each morning before the start of school. Breakfast items can be purchased ala carte or as a regular breakfast. If a student is eligible for free or reduced lunch, he or she is also eligible for free or reduced breakfast. The cafeteria will close every morning at 8:00 am in order to ensure that students get to their 1st period on time.
- Students are expected to cooperate with the cafeteria monitors and workers who are on duty. Pushing and shoving, butting in line, loud or out of control behavior, throwing and making a mess of food, disrespecting workers, and leaving trays on tables and littering are obviously considered inappropriate behaviors.
- Failure to comply with cafeteria regulations and to show consideration for others will result in an immediate referral and corrective action. This may include being assigned to eat in an alternate location, detention or suspension by the administration. Mature behavior is expected and anticipated.

**CAFETERIA CHARGING PROCEDURES**
1. A limit of five (5) lunches will be enforced for charging.
2. No charging of ala carte items if any amount of cash is due to the cafeteria.
3. If a student has cash, but owes money to his/her account, he/she can buy only a regular breakfast and/or lunch that day.
4. Cashiers will notify students when their account has a negative balance. Notices will be sent to parents when they reach a $5.00 charge.
5. Two weeks prior to the end of school, students will not be permitted to charge meals.
6. Any student owing $5.00 or more will be added to the fines list and will not be permitted to participate in activities and their final report card will not be released.
EAGLE CAFÉ

♦ Food and beverages are not to be taken to classrooms.
♦ Students given permission to go to the café are not permitted to go anywhere else or to stop other places, including their lockers or the restroom.
♦ All trash is to be disposed of properly and any spills cleaned up by that student.
♦ Students who are on the Ineligibility list may not be permitted to use the café.
♦ The café is a privilege please be respectful and BE GOLDEN!

LOST AND FOUND

Valuable personal possessions, especially money, should not be brought to school and/or should not be kept in lockers or unattended places. If an item is lost or misplaced, the student should report to the Main Office where he/she will be directed to the lost and found area. The loss of a valuable item should be reported immediately to the Officer Bub if it is not located in the lost and found. The school will attempt to help students find lost items, but the school cannot be held responsible for personal losses. Students are to report all missing items, either personal or school property, to the School Resource Officer. If books are missing from student lockers during the school year, students must report this loss to the School Resource Officer so that a record can be made. However, please understand that students will be held responsible for missing books.

BUILDING SECURITY

A video surveillance system is in use in many areas, both inside and outside, of the high school to provide for the safety of students and staff. This system is intended to assist the administration and staff in observing and monitoring behavior throughout the building. Student behavior may be recorded and disciplinary action may be taken based on the behavior recorded. Anyone entering the building after 8:00 a.m. must enter through the Main Office and proceed to the Attendance Office. All students leaving the building during the day must sign out in the Attendance Office.

VISITORS

Student visitors can cause disruption to the normal routine of the school day and are therefore discouraged. There should be an educational reason for a student to visit. Students who wish to bring visitors to school must obtain permission from the building administrator at least one day in advance of the visit. A visitor's form must be obtained from the Attendance Office and filled out before permission is granted.

LOCKERS/LOCKS

“Just Lock It!”

Students will be assigned a locker for storage space for books, coats, and other belongings. Please keep lockers neat and free of litter at all times. Students are not permitted to place stickers/adhesive decorations on or to write on the outside or inside of lockers. Students are permitted to use their lockers between classes at any time during the day. However, going to one’s locker is not an acceptable excuse for being late to a class.

At the onset of the school year, students will be assigned a locker. Keep your locker locked. Locker doors are to be kept closed at all times. It is the responsibility of individual students to keep lockers locked!

Gym lockers will be assigned. Be sure to lock your lockers during gym classes. The school cannot be responsible for articles or money stolen from lockers. Students should not keep money or valuables in their hall or gym lockers. Since the school cannot be responsible for lost or stolen items, students are strongly urged not to set lockers, but keep them locked at all times. Do not give your combination to anyone else.

EMERGENCY PROCEDURES

The most important emergency procedure for students is to stay with their assigned teachers, stay quiet, and follow all directions. All students should be aware of the emergency escape routes from assigned classrooms and know where the teacher would stand outside so that, if the student is separated, he/she could rejoin the assigned class once outside.

FINANCIAL OBLIGATIONS COLLECTIONS

It is important to learn to respect property and develop feelings of pride in community institutions. The school issues books needed for particular courses of study, a locker for books, extra articles of clothing (sports), and a locker for physical education attire. It is the student’s duty to take care of all of these loaned items. Any destruction, accidental or intentional, must be paid for. Students will pay for any lost or damaged items in the Main or Attendance offices. The secretary will give the student a receipt when payment is made. All financial obligations must be satisfied before a student may participate in graduation activities.

Textbooks in Pennsylvania public schools are purchased for use at the taxpayer's expense. Textbooks are LOANED to students at the beginning of the course. Teachers record student names, the book numbers and their condition. Until books are returned to teachers, students are responsible for them. At the end of the course, the numbers and condition of books are checked with the teacher's record.
Books are purchased with the intention of using them for several years. If the books are lost, damaged, or unduly worn, the students must assume the cost of replacement or damages. Student report cards will be withheld until all book fines and other financial obligations are paid. Parents/guardians will be informed by the school of any obligations incurred by their students. If after written notification the obligation has not been satisfied, charges may be filed with the local District Justice to recover the costs. Students owing money may be barred from school activities.

**FIRE DRILLS & TORNADO DRILLS**

Fire drills occur once a month. If, during a class, students hear the fire alarm bell, wait for the teacher's instructions regarding the fire exit door and the direction, and then proceed to the nearest exit and leave the building quickly and quietly. Fire exit signs are found above the doors or on the bulletin boards in each room. Students should remain with their class at all times. Proceed back inside to class quietly and quickly when told to do so by staff members.

* If an alarm goes off and a student is away from the teacher assigned area, exit the building by the nearest emergency exit and inform the nearest teacher/administrator of his/her location.
* If it should become necessary to evacuate the school building, students would be escorted to the designated location.
* Tornado drills are held at least once per year. Specific instructions will be issued by teachers.

**STUDENT INFORMATION RELEASES**

Under the Family Educational Rights and Privacy Act (FERPA), schools have the right to release directory information without prior written consent unless written notification is received within thirty days from a parent or a student who has reached the age of 18. Directory information is that which would not generally be considered harmful or an invasion of privacy. These releases would typically be made to various sources of the news media to highlight the successes of our students, but may also include information to organizations supporting our school system.

Directory information may include a student’s name, address, phone number, birth date, e-mail address, class schedule, height, weight, dates of attendance, honors and awards, clubs and teams to which the student belongs, major field of study, and pictures.

Any parent or student who has reached the age of 18 who would not like any part of the above directory information to be released should send this request in writing to the High School Guidance Office **by September 14, 2018** listing the specific types of information that are to be withheld.

**ASSEMBLIES AND PEP RALLIES**

Students will be dismissed to go to assemblies and pep rallies via the public address system. At the appropriate time, students should move quickly and quietly to assigned areas in the auditorium or gym with their teacher. All students must sit in their assigned area with their teacher. Failure to comply with these requests will be treated as insubordination or a class cut. Students are expected to show respect and courtesy at all times during assemblies and pep rallies. Assemblies and pep rallies are not only entertaining, but are also an important part of the educational process of our school. For this reason, appropriate behavior is expected at all times. Appropriate behaviors include, but are not limited to:

♦ Demonstrating respect for the speakers or presenters.
♦ Listening attentively while the performers are addressing the audience.
♦ Sitting in an appropriate manner, keeping feet off chairs and out of the aisles.

Students at the Tyrone Area High School have upheld a high standard of “Pride, Tradition, and Excellence.” It is appropriate for our students to continue this tradition by taking pride in good behavior during assemblies. Disruptive students will be removed by administrators or teachers and may receive further disciplinary consequences.

* Normally, CTC students will not return for assemblies and pep rallies.

**SAPPHIRE COMMUNITY WEB PORTAL**

The Sapphire Community Web Portal is a real-time web based view of student progress that will allow you to see current and historical grading, attendance, and discipline information. The portal is linked off the district website or you may go there directly with the following address:

http://sapphire.tyrone.k12.pa.us/parentportal.

All Middle and High school students have been assigned accounts using their assigned district computer username/password, and the first five digits of their student id as their PIN #.

Parents may sign up for accounts by going to the community web portal and selecting the “Community Portal Application and Acceptable Use Policy Form” link under “Getting Started” and following the steps below:
• To begin the application process you must enter the district keyword, “golden-eagles”, when prompted.
• Agree to the Terms of Use/Acceptable Use policy form.
• Complete the application, entering all information. You may add multiple students to one account, and click the submit button.
• A verification page will appear. You must print the page, sign the form, and return it to the district (drop-off, mail, fax, scan/e-mail). It is recommended you print a second copy of the page for your records.
• Once the signed copy of the verification has been received and the information validated, you will receive an e-mail with a PIN # which, in combination with the username and password you created through the application process, will allow you access to the portal.

SCHOOL MESSENGER

The district employs the School Messenger system for emergency and non-emergency messages to parents/guardians. The system will send alerts via multiple mechanisms: automated phone, e-mail, and text-messaging.

By default, non-emergency messages will go to the primary phone and e-mail contact of the student, while emergency messages will go to all parent/guardian phone and e-mail contacts for the student.

The Tyrone Area School District recognizes that computers and the Internet has become a valuable classroom tool. To that end, the district has made considerable investments in classroom technology to support the education of our students. However, we are also aware that there are numerous uses of this technology which are not appropriate in a school environment. While the district utilizes several layers of security and filtering technologies to foster safe and productive computer use, there is no technology that can prevent inappropriate access with 100% certainty. The student must take personal responsibility for their own activities when they utilize district computers. The school Acceptable Use Policy details activities that are inappropriate, which include activities that:

a. access, upload, download, or distribute pornographic, obscene, or sexually explicit material;
b. transmit obscene, abusive, sexually explicit, or threatening language;
c. violate any local, state, or federal statute;
d. vandalize, damage, or disable the property of another individual or organization;
e. access another individual’s materials, information, or files without permission;
f. violate copyright or otherwise use the intellectual property of another individual or organization without permission;
g. utilize or attempt to utilize any technologies or methods that bypass or attempt to bypass district Internet filters or other security mechanisms;
h. any other activities that are not in support of education and research and consistent with educational objectives of the district.

When through their actions a student has been found to have violated the Acceptable Use Policy, the following enforcement actions will be taken:

Inappropriate Use of the Internet/Computers

Students who access inappropriate or unapproved websites will be given a warning from the Technology Department. A second violation will result in the student being restricted to “allowed-sites only” for the remainder of the marking period. Third and subsequent violations will be sent to the Dean of Students for consequences under the Acceptable Use Policy.

Violations of the AUP other than access of inappropriate or unapproved websites will be forwarded directly to the Dean for appropriate consequences.

Minimum guidelines for AUP violations:

1st Offense – 1 After-School Detention – 45 Day Suspension of Internet Use*
2nd Offense – 1-3 ISS – 90 Day Suspension of Internet Use*
3rd Offense – 3-5 ISS – 180 Day Suspension of Internet Use*

Subsequent Occurrences – 5-10 ISS with Informal Hearing – Possible placement in one of AEP Options

*Internet sites that are deemed necessary to the curriculum will remain accessible during suspensions.
Some AUP violations will trigger other disciplinary actions based on district policies or state laws (eg. Cyberbullying, hacking, etc.). Computer violations of sufficient seriousness may constitute felonies under PA Title 18, Chapter 76, Subchapter B, Sections: 7611, 7612, 7613, 7614, 7615, & 7616.

Chromebook 1-to-1 Program

As part of the districts efforts to integrate technology into the curriculum, incoming 9th graders and new eligible students will be provided assess to a Chromebook during the upcoming school year. The Chromebook is a laptop computing device that provides access to the Internet and cloud applications. By providing an assigned Chromebook to each student, we will be creating a learning environment that enables students to access a wide variety of curricular and research tools and applications, in any class, at any time.

In order to extend this learning environment into the home, you may elect to allow your child to bring Chromebook home. To enable the full capabilities of the Chromebooks, you will need to have wireless broadband internet access available. Even without wireless access, the devices will still have limited functionality with several applications that have offline capabilities. As a reminder to those in Comcast’s service area, discounted broadband internet access is available for as low as $10/month depending on financial need (http://www.internetessentials.com).

If you choose not to participate in this program, a Chromebook will still be available for the student’s use during the school day; they will just not be permitted to remove the device from campus.
BULLYING / HARASSMENT REPORTING FORM

Student Name (optional):________________________________________________________

Grade (optional):________________________ Date of Completion of Form:____________

Description of Bullying Incident(s) (be specific with names, dates, grades and events):

______________________________________________________________________________
______________________________________________________________________________
______________________________________________________________________________
______________________________________________________________________________
______________________________________________________________________________
______________________________________________________________________________
______________________________________________________________________________
______________________________________________________________________________
______________________________________________________________________________
______________________________________________________________________________

Student Witness (es):
Name: Grade:

______________________________________________________________________________
______________________________________________________________________________
______________________________________________________________________________
______________________________________________________________________________

Faculty/Staff Witness (es):
Name: Role:

______________________________________________________________________________
______________________________________________________________________________
______________________________________________________________________________
______________________________________________________________________________

Have you reported this before to the school? Yes / No
If yes, when? Date:______
Have you discussed this with your parent(s) / guardian(s)? Yes / No
Would you be interested in talking with your guidance counselor? Yes / No
Would you be interested in talking with your principal? Yes / No
Would you be comfortable with us calling home to talk to your parent(s) / guardian(s)? Yes / No
Are you comfortable with us talking to the student and/or faculty/staff witnesses listed? Yes / No

Student Signature:_________________________________________________________________

Action Taken (Guidance, Dean of Students, or Principal Completes)

______________________________________________________________________________
______________________________________________________________________________
______________________________________________________________________________

Guidance, Dean of Students, or Principal Signature:__________________________________

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INCIDENT REPORTING FORM

Student Name: ____________________________________________________________

Grade:_________ Date of Completion of Form:_________ Date of Incident:_________

Description of Incident(s) (be specific with names, dates, grades and events):
__________________________________________________________________________
__________________________________________________________________________
__________________________________________________________________________
__________________________________________________________________________
__________________________________________________________________________
__________________________________________________________________________
__________________________________________________________________________
__________________________________________________________________________
__________________________________________________________________________

Student Witness (es):
Name: Grade:
__________________________________________________________________________
__________________________________________________________________________
__________________________________________________________________________

Faculty/Staff Witness (es):
Name: Role:
__________________________________________________________________________
__________________________________________________________________________
__________________________________________________________________________
__________________________________________________________________________
__________________________________________________________________________

Have you reported this before to the school? Yes / No
If yes, when? Date:______
Have you discussed this with your parent(s) / guardian(s)? Yes / No
Would you be interested in talking with your guidance counselor? Yes / No
Would you be interested in talking with your principal? Yes / No
Are you comfortable with us talking to the student and/or faculty/staff witnesses listed? Yes / No

Student Signature:___________________________________________________________________

Action Taken (Guidance, Dean of Students, or Principal Completes)
__________________________________________________________________________
__________________________________________________________________________
__________________________________________________________________________

Guidance, Dean of Students, or Principal Signature:______________________________________
**SUBSTANCE ABUSE/USE QUESTIONNAIRE**

This form is intended as a tool for students to evaluate concerns that they may have about themselves or a friend with regards to substance abuse. We encourage our students to fill out this form and then talk to their guidance counselor, a teacher, or one of the building principals.

**HOW CAN I TELL IF MY FRIEND OR I HAVE A SUBSTANCE ABUSE PROBLEM?**

<table>
<thead>
<tr>
<th>Question</th>
<th>Y or N</th>
</tr>
</thead>
<tbody>
<tr>
<td>1) Do you or your friend ever lose time from school due to drinking alcohol or using drugs?</td>
<td>Y or N</td>
</tr>
<tr>
<td>2) Do you or your friend use drugs to feel more comfortable, forget about worries or studies, or to build self-confidence?</td>
<td>Y or N</td>
</tr>
<tr>
<td>3) Do you or your friend use substance alone?</td>
<td>Y or N</td>
</tr>
<tr>
<td>4) Do you or your friend ever feel guilty because of substance use?</td>
<td>Y or N</td>
</tr>
<tr>
<td>5) Have you or your friend ever gotten in trouble at home or school for substance use?</td>
<td>Y or N</td>
</tr>
<tr>
<td>6) Do you or your friend do without other things or borrow money in order to get the substance?</td>
<td>Y or N</td>
</tr>
<tr>
<td>7) Do you or your friend feel a sense of power when using substances?</td>
<td>Y or N</td>
</tr>
<tr>
<td>8) Have you or your friend lost friends since beginning to use the substance?</td>
<td>Y or N</td>
</tr>
<tr>
<td>9) Have you or your friend started hanging out with a heavy substance abusing crowd?</td>
<td>Y or N</td>
</tr>
<tr>
<td>10) Do you or your friend use the substance until it is all gone?</td>
<td>Y or N</td>
</tr>
<tr>
<td>11) Does your friend turn off studies or lectures about substance use?</td>
<td>Y or N</td>
</tr>
</tbody>
</table>
REQUIREMENT AND INDEMNIFICATION AGREEMENT STUDENT DRIVER

THIS AGREEMENT (“Agreement”) is made this _____ day of __________, 20 by and between TYRONE AREA SCHOOL DISTRICT (“TASD”).

A-N-D

___________________ [father] and __________________ [mother], (collectively “Parents”), adult individuals residing at ____________________________ [residence], the parents and natural guardians of ___________________________ [student], a minor, and on behalf of themselves and on behalf of their minor child, __________________ [student] and __________________ [student] on his own behalf (“collectively, “Releasors”).

WHEREAS, Releasors have requested TASD to allow ________________ [student] to drive Parents’ automobile, a __________________________ [year, model and make] displaying a valid license plate number __________________________ [license plate number] (the “Vehicle”) to __________________________ [location] (the “Destination”);

WHEREAS, TASD will not permit __________________ [student] to drive the Vehicle to and from the Destination unless and until Releasors release TASD as set forth herein;

WHEREAS, the Releasors are willing to release TASD pursuant to the terms of this Agreement;

NOW, THEREFORE, in consideration of the mutual covenants contained herein and for other good and valuable consideration, the receipt and sufficiency of which are hereby acknowledged, the parties intending to be legally bound, do hereby agree as follows:

1. Releasors hereby warrant and represent to TASD that they own the Vehicle and that the Vehicle is fully covered under the automobile insurance policy attached hereto and made a part hereof as Exhibit A.

2. Releasors hereby warrant and represent to TASD that __________________ [student] will not transport any other person in the Vehicle at any time while in route to or from the Destination without prior written permission from TASD. Releasors hereby warrant and represent to TASD that __________________ [student] will drive directly from TASD school grounds to the Destination and directly from the Destination to TASD school grounds or to Releasors’ residence.
3. Releasors, each on their own behalf and on behalf of __________________ [student], hereby release and hold TASD, its officers, directors, employees and agents harmless from any and all claims of any nature whatsoever that Releasors had, now have or may have in the future arising out of any incident or occurrence whatsoever in any manner relating to _________________’s [student] driving the Vehicle to and from the Destination.

4. Releasors, each on their own behalf and on behalf of __________________ [student] covenants and agrees, at their sole cost and expense, to indemnify, protect and save TASD harmless against and from any and all liens, damages, losses, liabilities, obligations, penalties, claims, litigation, demands, defenses, judgments, suits, and proceedings whatsoever (including, without limitation, attorneys’ and experts’ fees and disbursements) which may at any time be imposed upon, incurred by or asserted or awarded against TASD and arising out of any incident or occurrence whatsoever in any manner relating to _________________’s [student] driving the Vehicle to and from the Destination.

5. This Agreement constitutes the complete agreement and understanding between the parties and there is no written or oral understanding or agreement directly or indirectly connected with this Agreement that is written in this Agreement.

6. The execution of this Agreement does not constitute any acknowledgement or admission of alleged liability on the part of any party for any alleged actions or inactions of any party.

7. This Agreement shall be construed that wherever applicable, the use of the singular number shall include the plural number and the masculine gender shall be construed to include the feminine or neuter gender.

8. This Agreement shall not be modified except by writing signed by all the parties hereto.

9. This Agreement shall be binding not only on the parties, but the parties’ heirs, executors, personal representatives, successors and assigns.
10. This release is effective for: (choose one)

   A single incident – Date _____/_____/_____ 
   A group of dates – Dates _____/_____/_____, _____/_____/_____, _____/_____/_____,
   _____/_____/_____, _____/_____/_____,
   Ongoing for the school year: __________

___________________________________________________________________________
TASD Confirmation [father]
___________________________________________________________________________
TASD Confirmation [mother]
___________________________________________________________________________
[student]

IN WITNESS WHEREOF, the parties have hereunto set their hands and seals on the day and year first
above written.

TYRONE AREA SCHOOL DISTRICT

___________________________________________________________________________
Cathy L. Harlow, Superintendent
Effective Date _____/_____/_____
RELEASE AND INDEMNIFICATION AGREEMENT STUDENT PASSENGER

THIS AGREEMENT (“Agreement”) is made this _____ day of __________, 20_ by and between TYRONE AREA SCHOOL DISTRICT (“TASD”).

A-N-D

___________________ [father] and __________________ [mother], (collectively “Parents”), adult individuals residing at ____________________________ [residence], the parents and natural guardians of __________________ [student], a minor, and on behalf of themselves and on behalf of their minor child, __________________ [student] and __________________ [student] on his own behalf (“collectively, “Releasors”).

WHEREAS, Releasors have requested TASD to allow ________________ [student] to be a passenger in an automobile operated by ___________________ [driving student] in a ___________________ [year, model, and make] displaying a valid license plate number ________________ [license plate number] (the “Vehicle”) owned by ______________________and ____________________ to __________________ [location] (the “Destination”);

WHEREAS, TASD will not permit ________________ [student] to be a passenger in the Vehicle to and from the Destination unless and until Releasors release TASD as set forth herein;

WHEREAS, the Releasors are willing to release TASD pursuant to the terms of this Agreement;

NOW, THEREFORE, in consideration of the mutual covenants contained herein and for other good and valuable consideration, the receipt and sufficiency of which are hereby acknowledged, the parties intending to be legally bound, do hereby agree as follows:

1. Releasors hereby warrant and represent to TASD that ________________ [student] will not be a passenger in any other automobile with any person other than Parents or __________________ [driving student] to the Destination. Releasors hereby warrant and represent to TASD that ________________ [student] will be transported directly from TASD school grounds to the Destination and directly from the Destination to TASD school grounds or to Releasors’ residence.
2. Releasors, each on their own behalf and on behalf of ____________ [student], hereby release and hold TASD, its officers, directors, employees and agents harmless from any and all claims of any nature whatsoever that Releasors had, now have or may have in the future arising out of any incident or occurrence whatsoever in any manner relating to being a passenger in the Vehicle to and from the Destination in any manner.

3. Releasors, each on their own behalf and on behalf of ____________ [student], covenants and agrees, at their sole cost and expense, to indemnify, protect and save TASD harmless against and from any and all liens, damages, losses, liabilities, obligations, penalties, claims, litigation, demands, defenses, judgments, suits, and proceedings whatsoever (including, without limitation, attorneys’ and experts’ fees and disbursements) which may at any time be imposed upon, incurred by or asserted or awarded against TASD and arising out of any incident or occurrence whatsoever in any manner relating to being a passenger in the Vehicle to and from the Destination in any manner.

4. This Agreement constitutes the complete agreement and understanding between the parties and there is no written or oral understanding or agreement directly or indirectly connected with this Agreement that is written in this Agreement.

5. The execution of this Agreement does not constitute any acknowledgement or admission of alleged liability on the part of any party for any alleged actions or inactions of any party.

6. This Agreement shall be construed that wherever applicable, the use of the singular number shall include the plural number and the masculine gender shall be construed to include the feminine or neuter gender.

7. This Agreement shall not be modified except by writing signed by all the parties hereto.

8. This Agreement shall be binding not only on the parties, but the parties’ heirs, executors, personal representatives, successors and assigns.

   A single incident – Date ____/____/_____  
   A group of dates – Dates ____/____/____, ____/____/____, ____/____/____, ____/____/____.  
   ____/____/____, ____/____/____  
   Ongoing for the school year: __________
IN WITNESS WHEREOF, the parties have hereunto set their hands and seals on the day and year first above written.

TASD Confirmation [father]  

TASD Confirmation [mother]  

[student]  

IN WITNESS WHEREOF, the parties have hereunto set their hands and seals on the day and year first above written.

TYRONE AREA SCHOOL DISTRICT

Cathy L. Harlow, Superintendent

Effective Date _____/_____/_____
2018-2019 School Calendar

August  
21 Meet-the-Teacher Night – 5:00 pm – 8:00 pm  
23 First Student Day

September  
3 No Classes - Labor Day  
28 No Classes – Teacher In-service

October  
18 Community Open House 9:00 am - 10:00 am and 1:00 pm - 2:00 pm  
26 No Classes – Teacher In-service  
29 End of First Marking Period

November  
5 Report Cards Distributed  
8 Parent/Teacher Conferences – 4:30 pm – 7:30 pm  
9 1/2 Day Early Dismissal  
12 No Classes – Veteran’s Day  
22-23 No Classes - Thanksgiving Vacation  
26 No Classes – Buck Day

December  
3-14 Wave 1 Keystone Exams  
21 1/2 Day Early Dismissal  
24-31 No Classes - Christmas Vacation

January  
1-2 No Classes - New Year’s Vacation  
7-18 Wave 2 Keystone Exams  
16 End of Second Marking Period  
21 No Classes – Martin Luther King Day  
24 Report Cards Distributed

February  
15 No Classes – Teacher In-service  
18 No Classes – Mid-Winter Vacation

March  
15 No Classes – Teacher In-service  
18 No Classes – Spring Break  
27 End of Third Marking Period

April  
3 Report Cards Distributed  
19 No Classes – Easter Vacation  
22 No Classes – Teacher In-service Exchange Day

May  
13-24 Keystone Exams  
27 No Classes - Memorial Day  
30 Last Student Day - 1/2 Day Early Dismissal

Weather Make-Up Days
1st Day – 1-2-19  
2nd Day – 1-21-19  
3rd Day – 2-18-19  
4th Day – 3-15-19  
5th Day – 5-31-19

Additional days added to the end of the school year

EMERGENCY CLOSING/DELAY OF SCHOOL/EARLY DISMISSAL
When it is necessary to close or delay school due to inclement weather or any other emergency, an announcement will be made on local radio stations, TV channel 10, School Messenger System, and posted on the school district website www.tyrone.k12.pa.us
Tyrone Area High School
Bell Schedule
2018-2019

7:45
TEACHERS AT DUTY STATIONS

7:55
WARNING BELL
TO FIRST PERIOD

1st Period  8:00 - 9:07 (67 min = 42 min + 25 min advisory/announcements)
2nd Period  9:10 - 9:52 (42 min)
3rd Period  9:55 - 10:37 (42 min)

A LUNCH            B LUNCH            C LUNCH

10:40-11:10 Lunch  10:40-11:22 4th pd. (42 min)  10:40-11:22 4th pd. (42 min)
11:58-12:40 5th pd. (42 min)  11:58-12:40 5th pd. (42 min)  **12:10-12:40 Lunch**

6th Period  12:43 - 1:25 (42 min)
7th Period  1:28 - 2:10 (42 min)
8th Period  2:13 - 2:55 (42 min)

Teachers dismissed at 3:15

H.S. = Seven (7) 42 minutes class periods
One (1) 67 minute class period
3 minute transition between classes
EQUAL OPPORTUNITY
Tyrone Area School District is an equal opportunity education institution and will not discriminate on the basis of race, color, national origin, sex and handicap in its activities, programs or employment practices as required by Title IV, Title IX, and Section 504.

For information regarding civil rights or grievance procedures, services, activities and facilities accessible to and useable by handicapped persons, contact the district’s Administrative Office at 701 Clay Avenue, Tyrone, PA 16686

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STUDENT HANDBOOK AGREEMENT
2018-2019

Student Section
By signing this form I indicate that I have read and do understand the Student Handbook/Discipline Code which can be found on the HS website www.tyrone.k12.pa.us I agree to follow the rules contained in this handbook. I understand that if I violate these rules I will face disciplinary action.

Name (please print) ___________________________ Grade __________
Signature ___________________________ Date __________

Parent or Guardian Section
By signing this form I indicate that I have read and do understand the Student Handbook/Discipline Code in regards to my son or daughter, and I further agree that my son or daughter will abide by the regulations set forth.

Parent/Guardian Name ___________________________ Date __________
Parent/Guardian Signature ___________________________
Home Address ___________________________
Phone ___________________________

THIS SIGNATURE FORM MUST BE RETURNED TO YOUR 1ST PERIOD CLASS TEACHER BY 09/7/2018.