

Pittsburgh Science & Technology Academy

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**Dream.
Discover.
Design.**



2009-10 Science & Technology Academy Handbook
Things that students and parents need to know as a member of the Academy family

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welcome!

Welcome to the Pittsburgh Science & Technology Academy: where any student with an interest in science, technology, engineering or math can develop skills for a career in life science, environmental science, computing, or engineering.

The Academy isn't just a new school. It's a new way to think about school. Our curriculum is tailored to students who have a passion for science, technology, engineering or math. Our environment is one of extraordinary support for students, parents, and faculty. And we exist to provide opportunities, every day, for students to Dream. Discover. Design.

Every day our students set goals and generate ideas, research and discover answers, and design real solutions for the kinds of real-world problems that they'll face after graduation. We promise to do our part to prepare them for their future, whether they go on to higher education or immediate employment.

Sixth–Ninth Grades: Guided Exploration

In grades six through nine challenging experiences get students excited about science, technology, engineering, and math while teaching the skills needed for advanced courses later in the program. Students set goals, learn to structure and solve problems, and explore connections between science and engineering careers and their communities. Courses include Great Problems in Biology, Chemistry and Physics, Specialized Math, Career Prep, Research Methods, Web Design, and more.

Tenth and Eleventh Grades: Focused Discovery

In grades ten and eleven students get to focus their studies in an area of interest. They can choose from the Life Sciences, Environmental Sciences, Computer Science or Engineering. Each of these exciting focus areas is a series of deep experiences in courses like Electrical Design, Organism Interactions, or Chemical Analysis.

The Twelfth Grade: Authentic Design

The whole program prepares students for four special twelfth grade courses. These courses simulate professional experience in science, technology, engineering, and math. The highlight is The Executive Experience, an advanced research and design project completed on a team, in partnership with a real university or industry partner.

Providing Personalized Support

Our environment is one of extraordinary support for students, parents, and faculty. For students, there is plenty of support for those who need it and plenty of

advancement opportunities for those who are ready to move ahead. An innovative schedule provides each student the time and resources they need, and a caring faculty advisor guides each student through the program. For families, a Parent and Family Center welcomes them into the school community while a faculty advisor provides a consistent point of contact. For teachers, professional development is relevant and personalized. They are skilled professionals, and they are treated that way.

Focusing on the Future

College and career preparation starts early. Students take specific career preparation courses. They participate in a Science Forum with professional scientists and engineers. And the entire college and job application process is built into the school day. The result is that every student selects the college or career opportunity that is right for them well before graduation.

Rethinking the School Day

Each morning includes two eighty-minute academic periods. For example, a student might have Geometry then Biotechnology, or Regeneration Science then Physical Education. In the middle of the day students have a lunch and activity period. This period is flexible, with options including personalized academic support, advanced individual research, or a club or activity that is typically offered after school. The afternoon includes two more eighty-minute academic periods. For example, a student might have World History then Web Design, or Prototyping then African American Literature.

Dream. Discover. Design.

It's more than our motto. It's our way of educating students to be lifelong learners and successful members of today's global society. These characteristics of successful scientists, engineers, and innovators are developed through a curriculum rich with hands-on experiences that develop each of these abilities. Our students are taught to question, research, think for themselves, and solve problems.

Our Honors Program and Advanced Coursework

In order to earn our unique Honors Diploma, students must complete four advanced courses in addition to a challenging core curriculum with an emphasis in STEM concentrations. They are: (1) Advanced Research Methods, (2) an Advanced Science, (3) an Applied Research Experience, and (4) and an Advanced Postsecondary Prep course.

Student-Parent Handbook

This Student-Parent Handbook is dedicated to improved school & family communication. Please use the handbook as a constant resource providing insights to the unique learning environment of our school. We're glad you're part of the Pittsburgh Science & Technology Academy community!

SCHOOL HISTORY & PHILOSOPHY

History

The Academy is the product of three years of expert planning and research. Starting with a vision of the Board of Directors and Superintendent Mark Roosevelt, original research and planning was conducted at Carnegie Mellon University's Heinz College starting in August of 2006.

Research drew from more than 200 books, reports, and journal articles and also included numerous site visits, benchmarking of dozens of successful schools, and primary research including interviews, community forums, and parent focus groups. Seven advisory committees and more than 250 individuals contributed to the creation of the Academy's philosophy and vision, captured in the school's motto: Dream. Discover. Design.

The result of this process is a design that brings together features of highly successful schools nationwide, and introduces important innovations of its own.

The Academy has benefited from the support of local foundations, corporations, and universities. The Buhl Foundation supported the planning of the Academy with a monetary gift to the District in September 2007. The Fund for Excellence, established by a consortium of several leading Pittsburgh foundations, provided additional support for the design process.

In December 2008 the DSF Charitable Foundation provided a \$2.5 million dollar grant to support the opening of the Academy.

Additional support has come from The United States Steel Corporation, The Carnegie Museums of Pittsburgh, the University of Pittsburgh, Carnegie Mellon University and other local companies, universities, and organizations.

MISSION, VISION & COMPACT OF UNDERSTANDING

Mission

Our **mission** is to provide daily opportunities for students to Dream. Discover. Design.

Vision

Our **vision** is to make The Academy more than a school. It is a launching pad for ideas, for the architects of future technologies, and for the success for every student.

Outcomes

Before graduation we expect every student will:

- Succeed in advanced coursework
- Select a specific postsecondary opportunity
- Demonstrates the ability to Dream. Discover. Design.

Compact of Understanding

Every member of the Academy family is expected to live up to the expectations for behavior embodied in the Compact of Understanding. These expectations for every student, parent and staff member include:

Everyday our STUDENTS are expected to be:

- Prompt
- Prepared
- Polite
- Productive
- Positive

We ask that our PARENTS are:

- Insistent
- Involved
- Interested
- Informed

Everyday our TEACHERS are expected to be:

- Fair
- Firm
- Flexible
- Fun

VALUES & BELIEFS

The Academy is guided by a set of fundamental values and beliefs which are drawn from a comprehensive body of research and are a constant presence in the school.

All students can succeed with the right amount of time and support

The Academy expects all students to succeed in advanced coursework, while recognizing that different students require different amounts of time and different amounts of academic support. These key variables must be creatively utilized to help each student develop the skills, study habits, and confidence to tackle advanced work.

Build all units, lessons, and sequences for students to Dream. Discover. Design.

Alfred North Whitehead's famous Rhythms of Education inspired the Academy's critical sequence of Dream. Discover. Design. Students ask questions, set goals, and generate hypotheses. They lead and participate in research and exploration. And their work consistently culminates in an object or product which can be presented, or displayed.

Understand that excellent teaching is the key to success

There is no bigger factor in determining the achievement of a student than the quality of instruction they receive. Our school is designed to attract, develop, and retain excellent teachers. Teachers have time to develop lessons, structured time for collaboration, see fewer students each day, and participate in the development of the courses they teach.

Make teaching culturally responsive

Culturally responsive education is first and foremost high quality teaching accessible to all students. The Academy's core practice is that all students receive excellent instruction while being held to rigorous standards. Underrepresented groups, specifically students of color and female students, have often been given inadequate instruction while being held to less rigorous standards. Equity and is the baseline for empowerment.

Emphasize interdisciplinary education and experiences

It is more vital than ever that coursework is relevant, accessible, and exciting. Furthermore, science and technology should work together, with inquiry driven projects designed to integrate the practical with the purely scientific.

Balance depth vs. breadth

Maximum results are achieved when education includes opportunities for in depth exploration tailored to the interests of students. Choosing to emphasize depth requires the integration of standards into projects, and the avoidance of superficial content coverage.

Add flexibility to the traditional age-graded system

A new urban school should break out of the traditional age graded system that leaves administrators and teachers facing unfortunate choices like retention vs. social promotion, and expects students to develop according to their age rather than their maturation, experience, knowledge, and instruction.

Provide additional support during transition years

We must strive to provide extra support during the transitions from 5th to 6th grade, 8th to 9th grade, and 12th grade to postsecondary education or employment since these can be the most challenging for students.

Create additional instructional time and emphasize "time on task"

"Time on task" is a critical concept for both teachers and students. Extended class periods and school days should translate directly into more time tackling challenging problems, conducting research, and completing design experiences. For teachers it should mean more time planning lessons, communicating with families, and analyzing student work.

Implement a block schedule

Done well, block scheduling has the potential to increase student engagement, improve student attitudes, and decrease both absenteeism and disciplinary infractions. It allows more time for differentiated instruction and in-depth exploration, and fits with other key principles such as time-on-task and project-based coursework.

Develop inquiry-driven, project-based coursework

In an Academy classroom students should be doing the majority of the work while teachers guide and coach them. The best instruction is student-centered. It is focused on active learning in real-world contexts. It requires higher-order thinking, extended writing, and an audience for student work.

Design curricula that are aligned with educational and economic opportunities

Students should not have to ask why they are learning something. Real-world application should be evident, and emphasized. The skills taught at school should be the same skills that empower students to succeed in the economy of today.

Prepare all students to be Promise Ready

The Pittsburgh Promise is available to all graduates of the Pittsburgh Public Schools and charters, regardless of financial need or income. To be eligible to receive a scholarship from The Promise, students must meet the following criteria:

- Graduate from Pittsburgh Public Schools or one of its charter high schools
- Be a student in the district and a resident of Pittsburgh continuously since at least the 9th grade
- Earn a minimum of 2.25 GPA (Class of 2009) and a 2.5 GPA (Class of 2010)

- Maintain a minimum of 85% attendance record (Class of 2009) and a 90% attendance record (Class of 2010)
- Earn admission to any public or private post-secondary school that is covered by The Pittsburgh Promise

FUNDAMENTAL INNOVATIONS

So what actually makes the Academy different?

Our students behave differently. They plan and they research. They design and they engineer. Their hands-on projects connect them to the world beyond the school and their challenging classes teach them to Dream. Discover. Design.

Recognizing that different students require different amounts of time and different amounts of support to prepare for this challenge, four core innovations are necessary in order to achieve our mission.

Innovation #1: Dream. Discover. Design.

Students at Pittsburgh Science and Technology constantly Dream. Discover. Design. These characteristics of successful scientists, engineers, and innovators are developed through a curriculum rich with experiences that develop each of these abilities.

Innovation #2: A Unique Honors Diploma

In order to earn the Pittsburgh Science and Technology Honors Diploma students complete four advanced courses. They are: (1) Advanced Research Methods, (2) an Advanced Science, (3) an Applied Research Experience, and (4) an Advanced Postsecondary Prep course.

Innovation #3: Personalized Support Systems

Each student has a faculty advisor who they meet with weekly. A unique enrichment and advisory period offers daily opportunities for support, activities, or advancement. And a five-level structure replaces the traditional 6-12 system. High school students are able to complete 9th – 12th grades in three, four, or five years, ensuring that they graduate only when they have reached a level of achievement aligned with the expectations of employers and universities.

Innovation #4: Interdisciplinary STEM Concentrations

Students at the upper levels focus their studies in one of four STEM concentrations. They may choose from the: (1) Environmental Sciences; (2) Life Sciences, (3) Engineering Sciences; or (4) Computer Sciences.

Additional systems and innovations

Additional highlights include a wiki site which supports the delivery and development of our curriculum, a streamlined schedule that supports inquiry-based instruction, and partnerships with local universities, businesses, and community organizations.

ADMISSIONS PROCESS AND LOTTERY

The Academy was designed to be the place where any student with an interest in science and technology can prepare for a career in life science, environmental science, computing, or engineering. An inclusive program, the requirements for application are minimal. To apply to the 6th through 8th grades students just have to be residents of the city of Pittsburgh with 9th grade students also needing to have achieved the Basic level or above on their most recent PSSA math and reading tests to be entered into the lottery.

Every student who completes an application, submits their essay, and meets the minimum standard for admission has their name entered into the Academy's weighted lottery. If students meet certain criteria their name will be added to the lottery again, increasing their chance of getting selected. There are five criteria:

Criteria

Students earn an extra chance in the lottery if:

- They scored Proficient on their PSSA Math and Reading tests.
- They qualify for Free or Reduced lunch.
- They scored in the top 50% of their class on their PSSA Math test.
- They had 90% or better attendance in the previous academic year.
- They attended Pittsburgh Lincoln K-8 or Pittsburgh Carmalt K-8 since these schools have science and technology focused curriculums. (9th grade admissions only).

Collecting Lottery Results

- The information for these five variables will be collected from the PPS student database.
- Students who turn in an incomplete application will not be considered for admission.
- Applications submitted after the deadline will not be considered for admission.
- The public lottery drawing will be held by automated system.

- Due to this merit based system, the Preferred Eligibility Program & Sibling Preference Criteria will not be used to determine acceptance.

Mandatory Information Sessions

It is mandatory that all admitted students and a parent or guardian attend one of these three sessions. Students who do not attend will forfeit their spot in the program to someone on the waiting list. At this session families receive our Matriculation Packet. This packet includes information about:

- The types of classes that the student will be taking;
- The expectations for attitude, attendance, and behavior;
- Information about what makes the Academy special;
- What to expect, what to do before starting; and the answers to many frequently asked questions.

Non-Discrimination Statement

Pittsburgh Science and Technology Academy is committed to the most fundamental principles of academic freedom, equality of opportunity, and human dignity. These values require that decisions involving students and employees be based on individual merit and be free from invidious discrimination in all its forms.

Pittsburgh Science and Technology Academy will not engage in discrimination or harassment against any person because of race, color, religion, sex, national origin, ancestry, disability, sexual orientation including gender identity, and will comply with all federal and state nondiscrimination, equal opportunity and affirmative action laws, orders and regulations.

ACADEMIC CONCENTRATIONS

Want to see high school students studying ozone impact, gene transfer, material cycles, signal processing, solar energy, electrical design, robotics, and more of the most exciting and dynamic fields of science and engineering?

Our students focus their studies in one of four areas after they finish the ninth grade. In each “concentration” students go beyond the traditional high school experience in a series of courses unique to the Academy.

These focused classes prepare students for the types of real challenges they will face after graduation, and put them at the forefront of fields that have the power to change our world – from curing chronic disease to addressing global climate change. Students leave their concentration ready for success, whether they pursue a career in science, engineering, computing, or another area of interest.

Computer Science (Computers & Connections)

CTE CIP Code: 11.0201

Computer Programming/Programmer, General

With the key building block of computational thinking, students create computer-based animations and graphics. Web-based projects lead to rigorous courses in programming and computer science geared toward scientific research. Advanced courses apply students’ skills to the creation of complex applications with real world relevance.

Engineering (Form & Function)

CTE CIP Code: 15.5999

Engineering Technology

Taking a materials science perspective, and relying on Computer-Aided Design (CAD), students confront challenges in mechanical and structural design. With the addition of electrical systems, students develop the knowledge and skills to be consultants, bringing a product or structure that meets a societal need from an idea to reality.

Environmental Science (Environment & Energy)

CTE CIP Code: 15.0507

Environmental Engineering Tech/Environmental Tech

Using a systems approach, students grapple with the complexity of interactions in ecological systems. Focusing on atmospheric phenomena, energy transformations and materials cycles allows students to understand interactions between humans and the environment. Case studies enable students to evaluate decisions in real-life situations.

Life Science (Body & Behavior)

CTE CIP Code: 26.1201

Biotechnology

Considering life at a variety of organizational levels, students explore the implications of the molecular unity of life. From information storage and cellular function to organism diversity and community organization, students apply genomics to start addressing the most pressing biological problems on Earth.

OUR 5 LEVEL SYSTEM

Our structure is a little bit different from a traditional high school. Since we believe that every student should be able to move into advanced courses when they are ready to, and that different students require a different amount of time and support, we have our own five-level structure that works with the traditional grade level system.

There are three main reasons for this structure:

1. **Focus:** Each level emphasizes a different part of the program, and our philosophy: Dream. Discover. Design.

2. **Relevance:** To add a little real-world style the names for our levels correspond with the levels that student might eventually move through in a company or organization.

3. **Flexibility:** Students at the high school level can either accelerate their program or, opt for an extra year in order to prepare for our most advanced courses.

Most students will still take four years to finish high school. But exceptionally advanced students can try our three year pathway. Students who require more time and support can design a five year program without having to fail or repeat any courses. Everyone earns our honors diploma and completes the advanced courses.

The graphic on the bottom of this page shows the names of each level, the number of years students can spend there, and its association with Dream. Discover. Design.

OUR 3 YEAR & 5 YEAR GRADUATION PLANS

Students must exempt four courses in order to qualify for the possibility of three-year graduation. Three of these exemptions must take place before starting the ninth grade! See the next section for more details.

There are also qualifications for the five-year graduation program. Why would anyone want to graduate in five years? Well, if you are a student who started out a little bit behind academically, our extra year preparing for advanced coursework could make a huge difference in your life. An Academy diploma is special, and it makes sense to take the extra time to prepare for our advanced courses. You will leave truly prepared for a rigorous college program or a meaningful and exciting career.

Exemptions and Exams to Qualify for Three-Year Graduation

Four exemptions are necessary to qualify for the three-year graduation option.

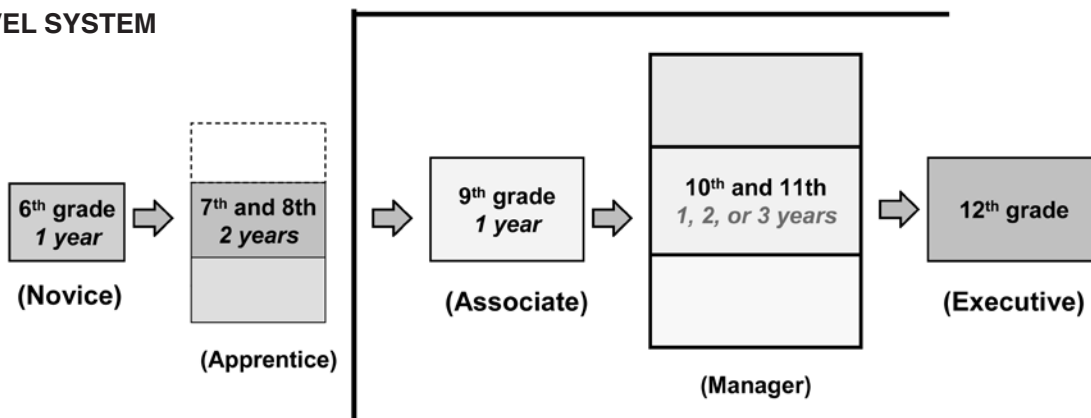
- *Specialized Mathematics:* Our specialized mathematics course is an advanced Algebra I course enhanced with some computer science, calculator problems, projects, and individualization through the use of Cognitive Tutor or a similar tool.
- *Geometry:* To exempt this course an exam is offered a few days before ninth grade begins. We will send a notice when a date for this exam is determined.
- *Career Technology:* Our Career Technology course teaches essential computer skills (like keyboarding) and software packages (like Microsoft Office). To exempt this course you must demonstrate proficiency in these areas through an assessment. We will send a notice when a date for this exam is determined.
- *Postsecondary Prep 1:* This lab-style course prepares students for the SAT exam, the college application process, or job search. Students must demonstrate to their advisor and to the administration that they are thoroughly completing this process on their own.

Procedure and Qualification for Five-Year Graduation

Math courses are the key to our five-year graduation option. After ninth grade, certain math courses are offered in semester and yearlong versions in the 80-minute block schedule. Our advanced courses require a lot of advanced math in an applied context. This means that not only do students have to be able to do advanced math, they have to be able to apply their math skills to solve real-world problems. Students who need additional time to get ready for these advanced experiences may take one or more yearlong math courses.

At the end of ninth grade, students in the Specialized Mathematics course work with their faculty advisor and their math teacher to decide if they should take Geometry in a yearlong section or a semester long section. Students who are performing at the Basic or Below Basic level on assessment exams qualify automatically for evaluation for a yearlong

5 LEVEL SYSTEM



opportunity. Other students may also be admitted to a yearlong course on a case-by-case basis. Taking a yearlong Geometry course makes five-year graduation a possibility, but not a requirement.

At the end of tenth grade, student's first year at the Manager Level, they again work with their advisor and math teacher to determine if they should take a yearlong or semester length section of Algebra II. Students who select the yearlong section of Algebra II are now almost definitely on the five year path to graduation. They will put off their Advanced Courses until this extra year is completed.

STUDENT INFORMATION

School Year Calendar 2009-2010 School Year

Holidays and Vacations (No school for students)

Labor Day	September 7
Vacation Day	September 28
Half Vacation Day	October 15
Veterans Day	November 11
Thanksgiving Vacation.....	November 26 and 27
Winter Vacation	December 24 - January 3
Dr. King Day	January 18
Half Vacation Day	March 26
Spring Vacation	March 29 - April 2
Memorial Day	May 31

Organization and Record Maintenance Days (No school for students)

Clerical/Organization Day..	August 27 & 28
In-Service/Professional Development Day	August 31
In-Service/Professional Development Day	September 1 & 2
Secondary-Parent/Teacher Conference Day.....	October 12
Middle/Elementary-Teacher Conference Day.....	October 16
In-Service/Professional Development Day	November 3
All Levels-Clerical/ Organization Day.....	February 1
In-Service/Professional Development Day	February 2
All Levels-Clerical/ Organization Day.....	June 17 & 18

Important Dates

First Semester Begins

Teachers August 27
Students September 3

Second Semester Begins
Students February 3

Last Day of School
Teachers June 18
Students June 16

Number of Student Days ... 182 Days

ATTENDANCE

Attendance is expected from every student, every day, to every class. Absence from school, whether excused or unexcused, totaling six (6) or more days in one report period or twenty-four (24) or more days in one school year is considered excessive and the student will not receive credit for courses taken. The Principal or his designee may waive a finding of excessive absence through the process for extenuating circumstances outlined in the Code of Conduct.

Definitions

The following terms are defined and corresponding procedures are listed in the Pittsburgh Public School Code of Student Conduct handbook.

- Excused Absence
- Unexcused/Illegal Absence

Attendance Slips

All students are to report to the main office before school begins to obtain all attendance slips including: Early Dismissal Slip, Excused Absence Slip, etc.

Arrival

All students and visitors must enter the school building via the Main Entrance on Thackeray. Security/safety procedures require that individuals must be scanned and have their belongings searched. Once students have arrived on school grounds they may not leave school grounds for any reason until dismissed unless permission is given. Students are to remain on school property in designated areas while waiting for busses after school. No one is permitted to wait on private property or the roadways off school property.

Closed Campus

The Pittsburgh Science and Technology Academy is a closed campus:

- All students must remain on the campus as defined by the school unless supervised by a staff member.

- Student who are dismissed at the end of the day may only leave campus if they do not have other obligations (clubs, athletics, homework or discipline consequences) and do not plan on returning.
- When on campus, students must always be in class and under the supervision of an adult.
- Students who leave campus without authorization will receive a consequence.
- Students who need to leave campus early may only do so by obtaining an Early Dismissal.

ABSENCE

Absence is defined as non-attendance in school in an individual class, the entire school day or a combination of both. Absence includes tardiness to class and/or school as well as early dismissals.

Excused Absence

An “excused absence” includes the absence of a student for any of the following reasons:

Illness or other urgent reasons - Upon receipt of satisfactory evidence of mental, physical or other urgent reasons, a parent’s written note will excuse a student’s absence. A maximum of ten (10) days of cumulative absences verified by parental notification may be permitted during a school year. All absences beyond ten (10) cumulative days require an excuse from a physician.

Health Care - A student may be excused during school hours to obtain non-school professional health care, including emergency care, hospitalization and/or quarantine. Documentation from the treating licensed health care professional shall be obtained and provided to the school.

Bereavement - A student may be temporarily excused from school for bereavement and/or to attend the funeral of a family member. All such excusals must be reported to and approved by the School Principal or his/her designee.

Religious Holidays and Religious Instruction - A student shall be excused from school for absences occasioned by the observance of the student’s religion recognized by the Board of Education as a bonafide religious holiday.

Weather Emergency - A student may be excused from school for weather emergencies, impassable roads and school transportation issues. The School Principal or his/her designee determines whether a student’s absence will be excused for these reasons.

Involuntary Exclusions - A student who is lawfully absent from school or class due to involuntary exclusion shall be excused. An involuntary exclusion

includes suspensions (in-school and out of school), temporary alternative placements and incarceration or home-detention.

School-Approved Activities - A student absent from class or school due to participation in a school, Principal or teacher approved activity, including, but not limited to field trips, service learning, assemblies, support groups, counseling, mentoring, or tutoring shall be lawfully excused.

Other Principal-Approved Excusals - A School Principal or his/her designee may excuse a student from attendance for lawful reasons. Administrator – Approved Excusals are: educational vacations, college visitation, counseling or support groups, or social service agency appointments including, but not limited to Children, Youth and Families.

Unexcused Absence (Unlawful Absence)

All absences that are not excused pursuant to this policy will be considered Unexcused. If a student is under age 17, then an absence that is not excused pursuant to this policy will be considered Unlawful and Unexcused. Tardiness that results in a student missing class without a written lawful excuse will be considered an Unexcused and/or Unlawful absence. Parents/guardians shall submit written explanations for Excused Absences within three (3) calendar days of the absence. If the school does not receive a written explanation within three (3) calendar days of any absence, the absence will be permanently counted as Unexcused and/or Unlawful.

Excessive Absences

Absence from school, whether Excused or Unexcused, totaling six (6) or more days in one report period or twenty-four (24) or more days in one school year shall be considered excessive and the student shall not be eligible to receive credit for courses being taken at that time. In addition, such excessive absences shall make the student ineligible for promotion or graduation. All absences shall be counted when determining whether excessive absences exist, including, class absences, tardiness and/or early dismissals. A Student or parent/guardian may request an individual review of any determination of excessive absence resulting in denial of academic credit. A request for review must be made in writing to the School Principal or his/her designee. The case shall then be reviewed to determine whether the student should be eligible to receive credit or promotion/graduation.

The Principal or his/her designee, upon receipt of satisfactory evidence of mental, physical or other urgent reasons, may excuse a student for nonattendance and waive the finding of excessive absences to allow the student to receive credit, be promoted or graduate. The School Principal or his/

her designee shall consider the following factors when determining whether a waiver should be granted:

The student's absence was lawful and meets the definition for an excused absence.

- The student has completed all course requirements and assignments.
- The student, at the direction of the teacher, has made up any missed course work, class periods and/or testing within a reasonable period of time.
- The student passed the final yearly or semester examination, if any.
- The student's final grade would have been a passing grade excluding participation/attendance credit denial.
- The student has provided appropriate documentation to verify the reason(s) for the absences.

The determination made by the School Principal or his/her designee may be reviewed by the Office of Student Services upon request.

Missed Class Work

A student shall be permitted to make up any assignments, homework or exams missed due to a lawfully Excused Absence. Students who are absent from class or school shall NOT be permitted to make up any missed assignments, homework or exams so long as the absence remains an Unexcused Absence. All work completed and grades earned by students assigned to in-school suspension, suspension, or another temporary alternative placement shall be included in calculating the student's report period grade. Students participating in school approved activities shall be permitted to make-up any missed assignments or exams.

TARDY TO SCHOOL

If you arrive late to school or are not in your Period 1 class on time:

- Report directly to the office to be marked tardy to school and receive a slip to class.
- Students who are tardy to school will be issued detention.
- Repeated offenders can expect increased consequences.
- All instances of lateness (excused and unexcused) will accumulate on a yearly basis.

Excused Tardy

MUST SEND WRITTEN EXCUSE TO SCHOOL within 3 days of returning to school.

- A maximum of 5 parent notes can be used to excuse lateness.
- All other lateness must be verified with a medical excuse or will be counted as unexcused.
- All doctor's excuses must include doctor's name and phone number for verification.
- The same guidelines set by the District and State in regards to attendance will be followed to determine excused and unexcused lateness.

Unexcused Tardy

- Only unexcused instances of lateness accumulate for disciplinary reasons.
- Students cannot make up work in any classes that were missed due to an unexcused lateness. To avoid this, students who are tardy must have their valid excuse available when they arrive at school.
- 5 School tardies = 1 unexcused absence & a warning letter sent home
- 10 School tardies = 2nd unexcused absence & will receive 1 day of ISS
- 15 School tardies = 3rd unexcused absence & will result in a hearing for truancy at the local magistrate's office and/or Abatement Center.
- The following reasons are considered to be unexcused tardies:
 - Sleeping in, alarm did not go off, no one got me up.
 - Car failure, missed the bus, missed ride
 - Any other excuse not covered under the State exemption clause for mandatory attendance.

EARLY DISMISSALS

To request an early dismissal:

- You must first obtain an early dismissal form from the main office before school starts.
- You must have a medical notice listing the date and time of appointment and/or a signed written request from a parent or legal guardian.
- Your name, phone number, grade, and homeroom must be on the request.
- All early dismissal requests will be verified via telephone by a parent or legal guardian. If we cannot contact your parent or guardian, we reserve the right to deny your request for an early dismissal.
- It is the student's responsibility to provide transportation to an early dismissal destination. The school cannot supply bus tickets for early dismissals.

- You are encouraged to schedule all appointments after school hours.
- Students who attempt to use a forged early dismissal will be disciplined accordingly.

NOTE: Students must SIGN OUT with the office before leaving. No student is permitted to leave school without permission from the nurse, attendance office or administration.

Excused Early Dismissal

1. A maximum of 5 parent notes can be used to excuse students for an early dismissal.
2. All other early dismissals must be verified with a doctor excuse or will be counted as unexcused. Student will receive a zero for any work missed due to an unexcused early dismissal.
3. All doctor's excuses must include doctor's name and phone number for verification.
4. The same guidelines set by the State in regards to attendance will be followed to determine excused and unexcused early dismissals.

Unexcused Early Dismissal

Students cannot make up work in any classes that were missed during unexcused early dismissals. Students will receive zero credit in those classes. To avoid this, students requiring an early dismissal must turn in their valid note to the attendance office when they arrive at school.

NOTE: Students must be in school at least half the day to be permitted to participate in extracurricular activities that day after school. Valid tardy notes and early dismissal notes are mandatory in these cases. Extenuating circumstances will be reviewed by administration.

For More Information On The PPS Attendance Standards & Procedures – Please See The PPS Code Of Student Conduct

CODE OF CONDUCT

The Pittsburgh Science and Technology Academy is a proud part of the Pittsburgh Public School system. As part of this overall system, the Academy follows all guidelines and Pittsburgh Public School policies. For a full version of the Pittsburgh Public Schools Code of Conduct, please visit: http://www.pps.k12.pa.us/pps/lib/pps/_shared/1340_CodeOfConduct_v10.pdf

Student Behavior Expectations

Every day, in every classroom, between classes, and on their way to school each student is expected to act in accordance with the “Five P’s”, honoring

the commitment that they made when signing the Compact of Understanding.

Be Prompt

- I am ready to work when the bell rings.
- I turn in my work on time.
- I follow directions immediately.
- I work efficiently.

Be Prepared

- I come to class ready to work.
- I do my homework assignments.
- I study for exams.
- I dress appropriately.

Be Polite

- I listen and speak respectfully.
- I allow others to express themselves.
- I respect others' personal space.
- I give compliments.
- I criticize constructively.

Be Productive

- I participate actively in class.
- I work to the best of my ability.
- I work from bell to bell.
- I work with team members.
- I complete my class assignment.
- I produce excellent work.

Be Positive

- I believe in my ability.
- I encourage my classmates.
- I take pride in myself, my work and my school

Level 1 Infractions

Level 1 Infractions are those of a less serious nature that do not necessarily pose a threat to the health, safety or property of any person. Staff persons must use appropriate forms of discipline intervention to correct misbehavior manifested in less serious infractions. It is advisable for staff persons to keep a record of discipline interventions and share this documentation at the request of a student, parent or administrator. In most cases of Level 1 infractions, students may not necessarily be referred to an administrator. If Level 1 behaviors are repetitive after appropriate discipline interventions have been made, the student should then be referred to an administrator.

Examples of Level 1 Infractions

- Truancy and class cuts
- Tardiness to school and class
- Minor class disruption
- Inappropriate personal property (radios, food etc)

- Pestering, teasing or bothering
- Refusal to participate in class or comply with reasonable staff directives
- Failure to prepare for learning activity
- Inappropriate language or gestures
- Littering

Examples of Level 1 Corrective Active Interventions

- Phone or written notification to parent
- Student/Teacher Conference
- Student/Counselor Conference
- Teacher/Parent Conference
- Written assignment
- Detention (after-school) (during recess) (Saturday)
- Suspension of field trips, assemblies or other special privileges
- Behavior Management Contract
- Utilize supportive resources (IST, SAP, etc)
- Re-education regarding rules or policies describing the incident.

Level 2 Infractions

A level 2 infraction is of a serious nature that may pose a threat to the health, safety or property of any person. Level 2 infractions include those listed in the Pittsburgh Public Schools Code of Conduct as well as any violation of local, state or federal laws, statutes or ordinances. Staff persons must notify an administrator when a level 2 infraction occurs. The notification should normally take the form of a discipline referral or statement. The administrator must complete an investigation of the incident and gather written statements from all witnesses. The administrator must notify the student and parent of all charges, consequences and due process rights during the disciplinary process (The administrator shall determine whether an offense is a Level 1 or Level 2 infraction.) The examples of infractions or interventions are not all inclusive.

Examples of Level 2 Infractions

- Disruption of school
- Damage, destruction or theft of property
- Assault, Fighting or Bullying

- Terroristic threats or conspiracies to commit violent acts
- Possession or use of a weapon
- Possession or use of alcohol, tobacco or any other drugs
- Sexual harassment or sexual assault
- Arson or setting of false fire alarms
- Academic dishonesty
- Racial or ethnic harassment or intimidation
- Unauthorized presence in classrooms or on school grounds
- Unauthorized presence on public or private property
- Inciting a disturbance or melee
- Disorderly behavior on school bus
- Repeated Level 1 infractions or refusal to comply with Level 1 interventions
- Disrespect/defiance

Examples of Level 2 Corrective Action Interventions

- Exclusion from extracurricular activities
- Referral for criminal prosecution
- Referral to Childline (Mandatory reporting of Child Abuse)
- Suspension of transportation privileges
- Restitution by community/school service
- Core team referral
- Internal or external evaluation or counseling
- Written verification of assessment or evaluation
- Behavior management contract
- Parent conference or staffing
- Referral to District Justice
- Exclusion from special events, promotion or commencement exercises

Principal's Authority to Suspend Students

If the principal investigates a student's alleged misconduct and decides to take disciplinary action, he/she must investigate and take action on all alleged misconduct known to him/her at that time.

When a principal has sufficient evidence that a student's misconduct warrants a suspension, the following options may be recommended:

- In school-suspension
- Short-term suspension
- Alternative Education Placement
- Expulsion

For a full overview of the suspension/expulsion process, please reference the Pittsburgh School Code of Conduct.

BULLYING POLICY

1. Purpose

The Board of Education is committed to providing all students and employees with the right to a safe and civil educational environment, free from harassment and/or bullying. The Board recognizes that bullying creates an atmosphere of fear and intimidation, detracts from the safe environment necessary for student learning, and may lead to more serious violence. Therefore, the Board prohibits bullying by students.

2. Definition

Bullying means an intentional electronic, written, verbal or physical act or series of acts directed at another student or students, which occurs in a school

setting, that is severe, persistent or pervasive and has the intent or effect of:

1. Creating an intimidating or hostile environment that substantially interferes with a student's education
2. Physically, emotionally or mentally harming a student
3. Placing a student in reasonable fear of physical or emotional harm
4. Placing a student in reasonable fear of damage to or loss of personal property

Bullying, as defined in this Policy, includes cyber-bullying. School setting means in the school, on school grounds, time traveling to and from school, or any activity sponsored, supervised or sanctioned by the school. Bullying or cyber-bullying shall not be interpreted to infringe upon a student's right to engage in legally protected speech or conduct. Bullying may include acts that occur outside of school if those acts are intentional, electronic, verbal or physical, are directed at another student or students, are severe, persistent or pervasive, and have the effect of (i) substantially interfering with a student's education; (ii) creating a threatening environment; or (iii) substantially disrupting the orderly operation of the school.

3. Authority

The Board prohibits all forms of bullying by students. The Board encourages students who have been bullied to promptly report such incidents to the principal or designee. The Board directs that complaints shall be investigated promptly, and corrective action shall be taken when allegations are verified. Confidentiality of all parties shall be maintained, consistent with the school's legal and investigative obligations. No reprisals or retaliation shall occur as a result of good faith reports of bullying.

4. Delegation of Responsibility

The Superintendent shall promulgate rules and regulations for bullying in accordance with the Code of Student Conduct. The Superintendent, in cooperation with Executive Directors of K-5, K-8, Middle and ALAs, and Secondary Schools and other appropriate administrators, shall review this policy every three (3) years and recommend necessary revisions to the Board. The administration shall annually provide the following information with the Safe Schools Report:

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

5. Guidelines

The Code of Student Conduct shall contain this policy and be disseminated annually. This Policy shall be accessible in every classroom. This Policy shall be posted in a prominent location within each school building and on the website. Complaint/Investigation Procedures:

1. A student shall report a complaint of bullying or cyber-bullying, orally or in writing, to a teacher, principal or counselor.
2. The teacher, principal or counselor will investigate the alleged conduct.
3. The principal may ask for assistance from the administration in the investigation process.
4. After the investigation, the principal shall prepare a report or receive a written report of the complaint and the results of the investigation, if the investigation report concludes that an incident of bullying occurred, then the principal shall take corrective action consistent with the Code of Student Conduct to ensure the conduct ceases.

COMMON SCHOOL PROCEDURES

Announcements & Bulletin Boards

All announcements, messages, posters, fliers, advertisements, signs, etc. must be approved by the Administration before posting or announcing.

Assembly Behavior

Students are expected to act in a respectful and cooperative manner during school assemblies or pep rallies. Our behavior must be such that any guests would be proud to have witnessed. Students should sit in designated areas when attending assemblies in the auditorium. Teachers will take roll.

Books & Other Materials

Students are responsible for replacing books and any other school materials that have been lost or damaged. All debts and fines that are not paid will be accumulated each month.

Breakfast

Breakfast will be available before school in the Café. A variety of nutritious items will be available to all students. No food or drink may leave the Café.

Bus Behavior

The Code of Conduct is in effect from the time a student leaves home in the morning until the time the student returns home in the afternoon. This includes bus stops. Under no circumstances will misbehavior on the school busses be tolerated. The safety of all the students on the bus is affected by distractions towards the bus driver. Students are to stay in their seats and follow the rules set up by each driver. Loud and rowdy behavior will result in disciplinary action that may include suspension from the bus. **IMPORTANT NOTE:** Audio and Visual recording of all bus behavior may be used on all buses.

Café

- Students must clean the table, bench, and floor of their individual eating area before being dismissed.
- Students must only sit on the seats.
- Food throwing is obviously not allowed.
- Students must speak quietly and use proper table manners.
- Students are not allowed to leave the Café during lunch without a pass.
- Be courteous.
- Wait your turn in line.

- Be seated.
- Refrain from boisterous, dangerous, or disruptive antics.
- Food and/or drink cannot be taken from the cafeteria.

Cell Phones

Students are allowed to carry cell phones as long as they are turned off, are not visible and are not used in any way including as a camera, calculator, text messaging, etc. Students may only use their cell phones before and after school. Violations of this policy will result in the cell phone being confiscated, turned into the main office and will only be returned to the parent.

Counseling Services

In addition to the students' faculty advisor, both a Counselor and a Parent Engagement Specialist are available in the Main Office to assist you in academic, personal, and vocational matters. Your counselor will provide you with an appointment card if a conference is necessary.

Deliveries for Students

If students have forgotten items at home, parents may drop items off to the main office. At no point should students have food delivered to them in school.

Dress Code

The Board of Education has adopted a policy regarding dress codes for all students attending Pittsburgh Public Schools. Individual schools can adopt and implement uniforms or a prescribed dress. At the Pittsburgh Science & Technology Academy, we take pride in the appearance of our students and have adopted an appropriate dress policy. Appropriate dress reflects the quality of the school and school conduct. We encourage students to dress in an appropriate way and realize that inappropriate dress can distract from the educative process. Students and parents are reminded that this dress code is also in effect for all school activities including those which take place outside of the building or outside of normal school hours.

The following are considered dress code violations:

- Any item that advocates or promotes the use of alcohol or drugs, violence, race discrimination, sexual activity, or neighborhood affiliation.
- Spandex, low cut revealing blouses, body suits, midriffs, muscle men tops, tank tops, tube tops, fish nets, spaghetti straps, bathing suit tops, open shouldered tops, and see-through tops are a distraction and are not appropriate.

- Hats, bandanas, do-rags, headbands, and coats are not to be worn in the building; these articles must be removed upon entering the building and immediately placed in lockers.
- Clothing, jewelry, and body tattoos with obscene or profane language, reference to alcohol or illegal substances, depictions of violence (including pictures and/or words), or neighborhood affiliations are prohibited.
- Tight, revealing clothing is never appropriate for school and cannot be worn.
- Skirts and shorts must be no shorter than two inches above the knee.
- No cut-out or torn jeans are permitted.
- No roller blades, shoes with wheels or similar are permitted.
- Flip-flop sandals or thongs are unsafe in the school building; shoes need to be secure to the feet.
- All pants must be worn at the waist. No low hanging pants or visible underwear.
- No flannel pants or pajama-like wear is permitted.
- Pocket chains, metal spike jewelry or other heavy metal paraphernalia is dangerous and presents problems at the metal detectors. These items will be confiscated by Security.

Driving to School

- Due to limited parking on campus, students are not allowed to drive to school or park on school grounds during regular school hours.
- Students are allowed to drive to school and park on school grounds for after school activities.

Electronic Devices and Other Non-School Related Items

IPOD's, MP3 Players, CD or/tape players, radios, etc. are not allowed in the. If any student is in violation, these items will be confiscated by the teacher and held in the office until the end of the school day on the first offense. A parent must pick them up at the school on the next offense. Multiple offenses may result in the item being held until the end of the school year. **The school is not at all responsible for lost or stolen items.** Yo-yo's, skateboards, playing cards, hacky sacks, water guns, balloons, etc. are not permitted in school.

Field Trips

Field trips are scheduled by individual teachers as part of the academic program. Students may be denied the opportunity to attend field trips based on poor

attendance, discipline or academic effort. The decision will be made by the Administration and the teacher.

Food and Gum

- Chewing gum is not permitted on the school premises.
- All food and drink shall only be consumed in the Café.
- Because of the intense technology in our school, drinking liquids near the computers should be avoided.

Freedom of Expression

Students have the right to express themselves unless such expression materially and substantially interferes with the educational process, threatens immediate harm to the welfare of the school or community, or encourages unlawful activity, or interferes with another individual's rights.

Students have the responsibility to obey laws governing libel and obscenity and to be aware of the full meaning of their expression. Students have the responsibility to be aware of the feelings and opinions of others and to give others a fair opportunity to express their views. (See harassment policy in the Code of Conduct.)

Hall Passes

Teachers and students are requested to limit hall pass use to emergency situations only. Administration, teachers, staff and security personnel will review all hall passes. You are not permitted in the hall without a hall pass. Hall passes are to be used only for emergencies. All passes must be signed before you return to class. Students who abuse the privilege will be placed on hall pass restriction. **Teachers have the authority to restrict or deny the use of the hall pass.** Students are to use the nearest facilities to their classroom. Students should be able to return to class within five minutes.

Note: Students are not permitted in other classrooms, the library, the general office and especially the gymnasium when using the pass. Students will lose hall pass privileges if they wander into areas other than the rest room on their floor.

Health Services

A Certified Registered Nurse Practitioner (CRNP) is available to students. The role of the CRNP is holistic and offers expanded student health services in addition to the Pennsylvania School Code of required mandates. The CRNP's office is located near the library in the front of the building on the first floor.

Lockers

Each student is assigned a locker. Please do not switch lockers with another student. Students are encouraged to place a lock on their lockers to protect valuables. Lockers are the property of the Pittsburgh Science and Technology Academy and are subject to search. Students are responsible for taking proper care of their locker. **The school is not responsible for items stolen.** Do not bring valuable items to school! To minimize theft or loss, students should purchase a quality combination lock for your locker. Your locker should be kept locked to protect your books, coats, etc. You may also wish to have a second lock to secure your belongings during your physical education classes.

Lost & Found

Items that are found in the building are placed in lost and found in the main office.

Lunch

Lunch will be served every day in the Café. Students are expected to stay in the Café during lunch and will only be allowed to leave if they have a pass. No food or drink may leave the Café.

Medication

All medication (prescription and/or over the counter drugs) must be brought to the nurse's office. A "Consent for Medication" form must be completed by the parent for over the counter medication. A separate consent form must be completed by the parent and physician for prescription drugs. No medicine may be brought to school without the nurse's knowledge.

Office Area

Students are not permitted beyond the main counter in the general office area without permission.

Physical Education

All students are expected to fully participate in their PE class by changing into suitable clothes and shoes.

Public Displays of Affection

- Students shall not participate in public displays of affection while at school, on school grounds, or at school-sponsored activities.
- Inappropriate touching with hands or other parts of the body is not permitted including, but not limited to hugging, kissing, sitting on each other, etc.
- A brief hug with a friend is permitted.

Pledge of Allegiance/Flag Salute

It is the responsibility of every citizen to show proper respect for his/her country and its flag. However, students may decline to recite the pledge of allegiance and may refrain from saluting the flag on the basis of personal belief or religious convictions. Students who choose to refrain from such participation shall stand and respect the rights and interests of classmates who do wish to participate.

Resource Center

The Resource Center is a valuable part of our school and is an asset to students and staff. The resource contains a large collection of books and magazines and also contains computers for research and a classroom area. The computers are only for school work and not for personal use. The library is open from 7:30 a.m. until 3:30 p.m. each day. If you wish to use the library during class time, you must acquire a pass from your classroom teacher, giving you permission to leave the class for the library. Teachers will schedule your entire class to the library when they feel it meets your curricular needs.

Restroom Use

Restrooms should be used between classes. Students will not be allowed to use the bathroom during the first or last twenty minutes of any class period. After that time, restroom policies are determined by each teacher and students may be excused from class to go to the restroom if it is necessary.

Searches

A student, his locker or personal possessions (including his/her car on school grounds) may be searched when a school authority has probable cause or a reasonable suspicion.

Security

Security officers are in the building to protect every student and their rights. The officers on duty are here to aid the administration in investigating assaults, theft, vandalism, etc. If you feel that you have a security issue, you may file a report with an officer and the matter will be investigated.

Student Obligations/Students in Good Standing/ Student Debt List

On the 1st of each month, a notice will be sent to all teachers, staff & coaches asking for the names of students who owe money, equipment, uniforms, etc to the school. Students whose names are reported will be given notice both in writing and in person of

their debt. Students will then be given two weeks to turn in the reported items to remain a “Student in Good Standing”. Students who do not fulfill their obligations within the two weeks grace period will be placed on the “Student Debt List”. These students will not be considered to be in good standing and will not receive their report cards or progress reports until the obligation is corrected. They will also not be able to participate in any extra-curricular activities. This includes but is not limited to: sports, fine arts performances, dances, trips, etc.

Students are issued computers, textbooks, calculators and other materials at throughout the school year and are responsible for returning these same items at the end of the school year. If fail to return an item or if you return an item in damaged condition because of abuse or neglect, you may be assessed the cost of the item. Students who are issued items from the school have the responsibility to return the item in good condition. Other student obligations include library fines, unpaid fundraising monies, and all other debts acquired

Student Voice in Government

Student will have the opportunity to voice their opinions and ideas for change through student government elections, class officer elections or through homeroom representative elections.

Tardy to Class

Students are expected to be to all classes on time. Students will receive a Level 1 referral and a personal detention for their first four tardies to class per nine weeks. Each subsequent tardy will result in a Level 2 referral to the office. Students who are more than 2 minutes late to class will be counted as tardy and will also be disciplined for their excessive tardiness to class per Level 1 of the Code of Conduct.

Tobacco, Drugs & Alcohol

Possession or use of any of these items is prohibited on school grounds and at off-campus activities and athletic events.

Visitors

The Pittsburgh Science and Technology Academy is committed to the safety of the whole school community. In order to avoid interruption of the instructional program and to promote the safety of students and staff, the following procedures have been adopted:

- All visitors must check in at the office and be given a visitor pass.

- All visitors must wear a visitor pass at all times and are expected to leave promptly when their business is completed.
- Visitors will not be permitted to visit any student or teacher who is in a classroom.
- Students attending Pittsburgh Public Schools wishing to visit can do so only if interested in the Pittsburgh Science and Technology Academy and if accompanied by a representative from their school or a parent/guardian. Arrangements must be made in advance with the main office.
- Exceptions will be made for parents attending a school event or checking students in or out of the office.
- The building administrators have the authority to refuse entry to school grounds or buildings to persons who do not have legitimate school related business or who may disrupt the operation of the school.
- Visitors are not permitted the week before a school vacation, during the first or last week of a semester or during any exams. These are considered “closed” weeks.

SPORTS & EXTRA-CURRICULAR ACTIVITIES

Sports

To offer all of our students more opportunities to participate in the sport of their choice, our students will combine with the students of Pittsburgh Milliones to form all middle school and high school sports teams. The current arrangement for sports for the first 3 years of our school is as follows:

2009-10 School Year

- 6th-8th grade students will combine with 6th-8th grade students from Pittsburgh Milliones to form all Middle School teams. This is our permanent arrangement.
- For 9th grade students only, they will join the 9th-10th grade students at Pittsburgh Milliones and the 11th-12th grade students at Pittsburgh Schenley in forming all sports teams which will participate as Pittsburgh Schenley at the Reizenstein facility.

2010-2011 School Year

- 9th-10th grade students will combine with 9th-11th grade students at Pittsburgh Milliones and 12th grade students at Pittsburgh Schenley in forming all sports teams. These teams will participate as SciTech or Pittsburgh Milliones depending upon which school is the home site.

2011-2012 School Year & Beyond

- 9th-12th grade students will combine with 9th-12th grade students from Pittsburgh Milliones to form all High School teams. This is our permanent arrangement.
- The location of all practices and games (Frick, Milliones or other) for all programs will be determined on a sport by sport basis.

Fall Sports – 2009-10

MS XCountry – Girls/Boys @ Pittsburgh Milliones
MS Volleyball – Girls/Boys @ Pittsburgh Milliones
HS XCountry – Girls/Boys @ Pittsburgh Schenley
HS Volleyball – Girls @ Pittsburgh Schenley
HS Tennis – Girls @ Pittsburgh Schenley
HS Golf – Girls/Boys @ Pittsburgh Schenley
HS Soccer – Girls/Boys @ Pittsburgh Schenley
HS Football @ Pittsburgh Schenley

Winter Sports – 2009-10

MS Basketball – Girls/Boys @ Pittsburgh Milliones
MS Swimming – Girls/Boys @ Pittsburgh SciTech
HS Basketball – Girls/Boys @ Pittsburgh Schenley
HS Swimming – Girls/Boys @ Pittsburgh Schenley
HS Wrestling @ Pittsburgh Schenley

Spring Sports – 2009-10

MS Soccer – Girls/Boys @ Pittsburgh Milliones
HS Baseball – Boys @ Pittsburgh Schenley
HS Softball – Girls @ Pittsburgh Schenley
HS Track – Girls/Boys @ Pittsburgh Schenley
HS Volleyball – Boys @ Pittsburgh Schenley
HS Tennis – Boys @ Pittsburgh Schenley

ATHLETIC ELIGIBILITY

NCAA Regulations

Student-athletes should check with the Guidance Counselor regarding the academic requirements for eligibility at the college level.

Requirements For Participation

- Age – Not to turn 19 before July 1 of up-coming school year (JH-16)
- Semesters of participation – not to exceed 8
- Attendance – Absentees not to reach 20 days in a semester. After 20 absences in a semester, the student must attend for 60 days before being declared eligible.
- Grades – As determined by WPIAL, student-athletes must pass a minimum four full credit classes based on current grading period and verified weekly.

- Must have permission slip signed by parent/guardian
- Must pass a physical examination and have school insurance.
- Other PIAA/WPIAL/MAC sanctions that apply must be adhered to.
- Amateur status
- The student has no disciplinary probation restrictions.
- Transferring student/athletes must be approved by the WPIAL.
- No student-athlete is permitted to participate in practice or a game unless he/she has been in school that day. Students must be in school by 11:00 a.m. with a valid tardy excuse approved by the Administration in order to be permitted to participate that day. No student-athlete will be permitted to leave school with a valid early dismissal note before 1:00 p.m. unless first approved by the Administration.

Sportsmanship

The Administration, faculty, coaches and athletes at the Pittsburgh Science & Technology Academy stress politeness, as such we believe in the following:

- We enforce the fundamental principals of fair play.
- We realize that “winning at any cost” is unacceptable.
- We respect the opposing team, cheerleaders, fans and game officials.
- We realize that name-calling, taunting, finger-pointing and any other form of verbal or physical confrontation have no place in our athletic arenas.
- We realize that degrading or insulting cheers or signs are unacceptable.
- We realize that we are to cheer for our team rather than against our opponent

ACTIVITY PROGRAM

From blogging to jogging, activities are integral to the Academy experience. And they mix academic relevance with the time and flexibility that students and teachers need to stay fresh and have fun.

Like most schools, the Academy provides a range of after-school opportunities. These activities adapt to the goals and expertise of Academy students and staff.

Unlike most schools, activities are also built into the school day in a unique Activity Period program. This

program is a 100-minute lunch and activity period that is used for academic support, fun activities, and advanced enrichment. The activity period is organized by quarter, making it possible for all students to participate in up to four different support or enrichment activities during each academic year. Opportunities respond to the needs of students in a fun, non-credit bearing period within the school day.

Examples of Activity Period opportunities may include:

- Personalized math, reading, or other academic support
- Science fair project development
- Robotics, mathematics, or science competitions
- Independent advanced research
- Management of the Academy Blog
- Management of the Academy Showcase
- Student led clubs and organizations

ADVISORY PROGRAM

A meaningful relationship between a student and an adult figure in the school increases the student's chances for academic success. Social and emotional support in addition to academic goal-setting and academic support is critical in academic achievement. Furthermore, advisory groups can facilitate trust, decency, and accountability between students and their advisors.

A successful advisory group will address both the academic and the personal aspect of students' lives and will allow all students to know that what he or she is doing matters. Additionally, a major goal of the advisory period will involve academic advising.

Advisors will work with the counselor to help students select classes and activities for the year. Academic advising will also occur in the form of formalized monthly check-ins with students, discussions of academic challenges and strategies to help with learning, as well as informal weekly check-ins and conversations.

The design of the advisory period allows for teachers to discuss and address the goals for the week in the manner in which they feel most comfortable. For example, if the designated weekly topic is interpersonal relationships, one advisor may choose to play board games with his students, while another advisor may have her students involved in group get-to-know-you games. Or, if the designated weekly topic is global awareness, one advisor may have students bring in a newspaper article while another may invite a guest speaker.

It is also recommended that each advisory group performs an on-going school-service or community-service project and those students in each advisory group play a role in the planning of weekly activities to help the teacher.

PARENT INFORMATION

Philosophy of Parental Involvement

At the Pittsburgh Science and Technology Academy, we are committed to providing the highest quality education in an atmosphere that nurtures the individual talents of each student. We acknowledge that we must involve stakeholders to achieve this school, and realize the vital role that parents play in the educational success of their children.

We recognize that education is a shared responsibility and that the most effective educational plans are collaboration between the school and parents. We are aware that parent cooperation is an essential process and are committed to assisting parents as their child's first educator. In doing this, we will continue to maintain clear two-way communication between home and school.

Closing School in Emergencies

Sometimes it is necessary to close school when certain conditions such as extreme weather emergencies make it impossible to stay open. Should you suspect school might be closed:

- Please do not call the school.
- Announcements will be made on TV and radio stations including: KDKA, WTAE, KQV, WWSW, WAMO, etc.
- In the event of a two-hour delay, school will begin two hours later than usual; buses will conduct pick-up and arrival two hours later than usual.
- On days when the weather becomes hazardous after you arrive and school has begun, we may have an early dismissal.

Health Services

A Certified Registered Nurse Practitioner (CRNP) is available to students. The role of the CRNP is holistic and offers expanded student health services in addition to the Pennsylvania School Code of required mandates. The CRNP's office is located near the library in the front of the building on the first floor.

Medication

All medication (prescription and/or over the counter drugs) must be brought to the nurse's office. A "Consent for Medication" form must be completed by the parent for over the counter medication. A

separate consent form must be completed by the parent and physician for prescription drugs. No medicine may be brought to school without the nurse's knowledge.

Parent Center

On the first floor of The Academy, is our Parent Center. The Parent Center has access to the latest technology tools and a wide variety of parenting resources, but most importantly it is a comfortable place to meet with teachers and get friendly, personalized support. Resources related to parenting teenagers, extracurricular opportunities, applying to college, and getting involved in the Pittsburgh Public Schools are available for parents on-demand. Parents are always welcome to visit the Parent Center and the Parent Center Online for up-to-date information about relevant events and access to these resources.

Pupil Services

In addition to the students' faculty advisor, both a Counselor and a Parent Engagement Specialist are available in the Main Office to assist you in academic, personal, and vocational matters. Your counselor will provide you with an appointment card if a conference is necessary.

Transportation

The Academy follows the same procedures for transportation that are implemented at all District magnet schools. Since 6-12 magnet schools are a new configuration for Pittsburgh Public Schools the transportation system could change. For now, if you are a 6th-8th grader you can expect to be picked up by a school bus or van and driven to and from the Academy. If you are a student in grades 9-12 you should expect a bus pas that you can use on any Port Authority bus. (www.portauthority.org) The bus pas is a nice thing to have. It will be important as you reach the upper levels of the program and work with local companies during your Executive Experience.

ACADEMICS

Graduation Requirements

We offer a unique diploma, and have course and credit requirements that go beyond those required to graduate from other Pittsburgh Public Schools. The commitment to earning this diploma is made when you enroll. Our expectations are high, and they are aligned with those of universities and 21st century employers.

All of our courses are taught on a block schedule at an advanced level. The whole program prepares students for four special courses taken during their junior and senior years. They are: (1) Advanced

Research Methods, (2) one of four Advanced Science courses, (3) an Applied Research course called the "Executive Experience", and (4) and an Advanced Postsecondary Prep course which helps students research, select, and apply for college or career opportunities.

The table on the next page compares the Academy graduation requirements with those of other PPS high schools. You can see that extra requirements are focused in Science and Technology, Career Development, and our Graduation Project.

Subject	PPS Required Units	Academy Diploma Units*
English	4	4
Mathematics	4	4-5
Science and Technology	4	7-9
History/Social Studies	3	3
Arts & Music	2	2
Career Development or Academic Electives**	0-6+	.5-7.25
World Language	0-2+	2
Health	.5	.5
Physical Education	1	1
Graduation Project++	.5	2-3
Total Units	21-25	24.75-36.75

*In the Academy column, the first number in bold is the minimum requirement for our honors diploma. Typically, students who attend for 4 – 5 years will complete more than the minimum required units.

** Advisory, Career Tech, and Postsecondary Prep courses fall under the Career Development category

+ PPS requires either 2 credits of world language or 4-6 credits of career development

++ The Executive Experience course and Advanced Research Methods serve as the Graduation Project.

Scheduling

The unique features of our program require scheduling to be an ongoing process, not something that just happens at the end of each school year. Our faculty advisors work with students to plan

the program that is right for them. During weekly meetings, faculty advisors help students monitor their progress and make scheduling decisions. These decisions include:

- How to use their third period activity, support, and enrichment period
- Which concentrations they would like to apply for as their top choices
- Whether they might benefit from a fifth year, and/or the opportunity to take their math courses in extended sections
- How to use their flexible/elective periods during their 10th – 12th grade years

Concentration Admissions Process

As students complete their 9th Grade year at the Pittsburgh Science & Technology Academy, they must select which of our four science and technology concentrations they prefer to enter beginning with their 10th Grade year. Students will have the following choices:

- Body & Behavior – A life science, biotechnology concentration
- Computers & Connections – A computer networking, programming & applications concentration
- Energy & Environment – A concentration focused on the environment and our available resources
- Form & Function – An engineering focused concentration

Each concentration can only accept up to 25 students. As a fair and equitable process of selection, a weighted lottery will determine admission into each concentration. Similar to our weighted lottery admissions process, this lottery will award students with potential multiple entries into the lottery.

1. Each student will complete a Concentration Preferences Form, listing the four concentrations by preference.
2. The Student Data Systems Specialist will then collect the following merit based data which will be used to determine the total number of entries earned by each student:
 - Student submits a completed Preferences Form 1 Lottery Entry
 - Student's 9th Grade attendance is at or above 95% 1 Lottery Entry
 - Student's 9th Grade GPA is at or above 3.0 1 Lottery Entry

- Student has no Level 2 referrals and two or less Level 1 referrals 1 Lottery Entry

3. All 100 names would be entered into the lottery including the increased number of chances for each student.

4. A name is drawn:

- If that student's first choice is available, a position in that concentration is awarded
- If their number one choice is not available, they are given their number two choice
- If their number two choice is not available, they are given their number three choice
- If their number three choice is not available, they are given their number four choice
- If a name has already been drawn, it is discarded.

5. Once all names are drawn, students will not be allowed to change their preferences, the concentration they will participate in, or their classes.

Academic Probation and Dismissal Policy

As a magnet school within Pittsburgh Public Schools, the Pittsburgh Science & Technology Academy will follow all magnet guidelines established in the admission and retaining of all students.

For more information contact the Parent Hotline at 412-622-7920.

Special Education Program

The Pittsburgh Science & Technology Academy proudly offers a full Special Education program for our students with special needs and Individualized Education Programs (IEP's).

GRADING RATIONALE

The demands of today's 21st century global society require students to learn many skills in addition to the traditionally expected knowledge-base. Being competitive in the work force requires that students master higher-order thinking along with skills such as collaboration, technology literacy, communication and work ethic. Businesses are always looking for well-rounded employees with people skills and the ability to get along well with coworkers.

However, these skills are not frequently measured on formative and summative testing and often times not included in the curriculum at all. We also know that traditional short answer or multiple choice tests are not considered the optimal format to gauge the knowledge or abilities of a student.

Presently, rigorous authentic forms of assessment are evolving which require students to apply what they are learning to real world, unpredictable situations. In such, the knowledge of the student is measured along with the skills mentioned previously. These assessment forms include standards-based projects and assignments that require students to apply their knowledge and skills along with clearly defined criteria to facilitate a fair and consistent evaluation of the overall ability of the student with opportunities for authentic feedback from teachers and peers.

For these reasons, the Pittsburgh Science and Technology Academy recognizes their responsibility in creating procedures that creates, stimulates and measures the whole student. Our grading procedures gauge much more than rote memorization on tests. These unique procedures measure the skills needed to be a competitive member of a 21st century global marketplace.

GRADING PROCEDURES

All classes will use the following for grading:

District Grading Scale

A	100% - 90%
B	89.9% - 80%
C	79.9% - 70%
D	69.9% - 60%
E	59.9% - 50%

Determination of Final Grade

Standard: The final grade will be determined using the following breakdown:

Full Year Courses

• 1st 9 Weeks	20%
• 2nd 9 Weeks	20%
• Midterm Final	10%
• 3rd 9 Weeks	20%
• 4th 9 Weeks	20%
• End of Course Final	10%

Semester Courses

• 1st 9 Weeks	40%
• Midterm Final	10%
• 2nd 9 Weeks	40%
• End of Course Final	10%

9 Week "Mini" Courses

• 9 Weeks	80%
• End of Course Final	20%

Note: All Midterm Finals and End of Course Finals listed above are to have an approximate 50/50 balance between content/knowledge based assessment and authentic/performance based assessment.

Options: Teachers may petition administration for a variation in the above by providing educational and mathematical data that supports their request.

Determination of 9 Weeks Grades

Standard: The 9 weeks grade will be determined using the following disaggregated and outcome based categories:

• Content/Content Literacy	40-60%
• Written Communication	10-20%
• Oral Communication	10-20%
• Collaboration	10-20%
• Work Ethic	10-20%

Options: Teachers will determine the weighted percentage used for each of the above listed categories. Teachers may petition administration for a variation in the above by providing educational and mathematical data that supports their request.

Assessments

- All classes are to have a minimum of 3 major assessments per 9 week grading period.
- All major assessments are to have an approximate 50/50 balance between content/knowledge based assessment and authentic/performance based assessment.
- For this reason, the grade of a major assessment may be split between any of the above listed categories at the discretion of the teacher.

Rubrics

The following skills or abilities will each be assessed using a school wide rubric:

- Persuasive Writing
- Informative Writing
- Narrative Writing
- Summary Writing
- Response to Literature – Critical
- Response to Literature – Interpretive
- Lab Report
- Presentation & Speaking
- Collaboration
- Work Ethic
- PSSA Open Ended Questions

Outcomes

The following are examples of classroom activities, skills or abilities that can be used as an assessment for each of the above listed categories:

Content/Content Literacy

- In Class Activities
- Homework
- Disciplinary Literacy
- Standards Based Assessments

- Project Based Assessments
- Quizzes/Tests

Written Communication

- Use of “Write Tools”
- Blogs, Wikis, Emails
- Open Ended Questions
- Lab Reports
- Quick Writes
- Journals, Notebooks
- Peer Reviews
- Technical Writings
- Literature/Book Reviews
- Articles/Current Events
- Justification of Conclusions
- Research Papers

Mandatory Course Writing Portfolio including:

- Persuasive Writing
- Informative Writing
- Narrative Writing
- Summary Writing
- Response to Literature – Critical
- Response to Literature – Interpretive

Oral Communication

- Presentations
- Persuasive
- Informative
- Narrative
- Inspirational
- Impromptu
- Discussions
- Class Participation
- Accountable Talk
- Language Repertoire
- Appropriate Language
- Appropriate Time
- Appropriate Setting
- Appropriate Audience
- Use of Visuals
- Reflections
- Constructive Criticism
- Questions Asked

Collaboration

- Group Work
- Roles
- Think/Pair/Share
- Project Based
- Listening & Wait Time
- Use of Technology

Work Ethic

- Polite
- Prepared
- Productive
- Prompt
- Positive
- Class Participation
- Dream Big, Work Hard

Final Exams

Preparing students for a rigorous collegiate or occupational career after graduation:

- Year Long Courses - Final and midterm exams will be given in all year long courses.
- Semester Courses – Final and midterm exams will be given in all semester courses.
- 9 Week Courses – Final exams only will be given in all 9 week courses.
- No student is exempt from final exams.

Testing Schedule

Test	Date	Grade
PSSA Grade 12 Retest in Math, Reading, Science, & Writing	Oct 26 - Nov 6, 2009	12
PSSA Reading & Math	April 12 - 16, 2010	3 - 8, 11
PSSA Writing	April 19 - 23, 2010	5, 8, 11
PSSA Science	April 26 - 30, 2010	4, 8, 11
PSSA Make-Ups for All Subjects	May 3 - 7, 2010	As Applicable

ACADEMIC HONESTY

Introduction

As an academic community committed to the preparation of intellectually-sound students, the Pittsburgh Science and Technology Academy requires that every student use intellectual honesty in the preparation of all assigned academic work.

Cheating

Cheating is defined as giving or attempting to give or receive during an examination any aid unauthorized by the instructor. An examination is any quiz, pre-announced test, hourly examination, final examination or homework.

Plagiarism

Plagiarism is passing off another person’s work as one’s own. It is taking and presenting another’s ideas, research, writings, creations, or inventions as their own. It makes no difference whether the source is another student or a professional in some field. For example, in written work, whenever as much as a sentence or key phrase is taken from the work of another without specific citation of the source, the issue of plagiarism arises.

Paraphrasing is the close restatement of another's idea using approximately the language of the original. Paraphrasing without acknowledgment of authorship is also plagiarism and is as serious a violation as an unacknowledged quotation. When in doubt, it is best to consult with your teacher and heavily cite your work.

Reusing Old Work

A paper or assignment submitted to meet the requirements of a particular course is assumed to be work completed for that course and only that course; the same work, or substantially similar work, may not be used to meet the requirements of two different courses, in the same or different terms, without the prior consent of each faculty member involved. Students incorporating similar material in more than one assignment are required to confirm each teacher's expectations in advance. You must produce original work for each class and cannot "recycle" older papers.

Role of the Faculty

At the beginning of each term, instructors are strongly encouraged to discuss issues governing academic honesty as they relate to a particular course.

Student Responsibilities

Assignments should be the work of the individual student, unless otherwise directed or as permitted by the instructor.

Each student is responsible for ensuring that his or her work does not involve plagiarism. Ignorance is not an excuse.

Students with uncertainties and questions on matters relating to issues of academic integrity should consult with the course instructor for whom they are preparing work.

POLICY & PROCEDURES

EMERGENCY OPERATIONS AND SAFETY PROCEDURES

School Safety Plan

The Administration is committed to providing an atmosphere that is perceived as safe and secure by our student body and faculty. To ensure this, we have hall monitors that are trained to reduce potential problems by keeping the hallways clear and seeing that students get to classes on time to learn. We have secured the building exits/entrances with locks once the student body is in first period. Additional building measures include a surveillance camera system. Only the front door is open for latecomers or visitors to enter. We have limited the frequent arrival of visitors to our school, especially

those who are not here for school business. We have each faculty member write a plan of action to follow in cases of emergency in their classrooms. Evacuation and non-evacuation drills are included in the handbook. Harassment and intimidation and fighting policies are enforced strongly by the Administration so that each and every student feels comfortable throughout our high school building. Any concerns of personal safety should be directed to the Administration immediately.

Evacuation Drills

Upon hearing the alarm, students should quietly and quickly exit the classroom and building through the appropriate avenues. Exiting in single file allows for more students to move quickly through the corridors during the evacuation. Each room should have the map for evacuation for each area of the building. All windows and doors should be closed upon leaving each room. Please turn out the lights also. Students are not to panic but remain orderly as they exit the building. Teachers should take roll once the students get to the evacuation areas.

Fire Drills

Consider all fire alarms as either a drill or emergency and proceed with evacuation of the building unless cancelled via the intercom. Every fire alarm must be treated as a potentially serious event.

Preparation for Fire Drill

- Teachers will inform each class they teach the fire drill route from that particular classroom.
- Teachers will inform pupils about the importance of fire drills.
- Teachers will remind pupils that no fire drill is successful unless the entire building is evacuated in two minutes.
- Student leaders should be designated for each class:
 - to lead the class to the area of safety
 - to close windows and the door
 - to assist handicapped students out of the building

The Actual Fire Drill

- All persons, including the teacher, must leave the premises.
- Teachers keep pupils moving, do not allow them to stop and wait for friends.
- The teacher should follow immediately behind the class.
- By regulation teachers must have class lists with them during all fire drills.

- Security guards will check all bathrooms on their respective floors.
- Teacher must escort classes to the designated safety area and check to see if all pupils are accounted for.
- If the fire alarm sounds during the lunch period, teachers in the lunchroom should assist in the exit of pupils.

The Conclusion of the Fire Drill

- All persons outside of the building must proceed up or down the designated route.
- Do not congregate in school parking lots because the fire trucks need access to the building.
- No one may return to the building after a fire or fire drill until the Fire Captain or Principal has given permission or the all clear bell has sounded indicating the end of the drill.

Non-Evacuation Drills

- A. Severe weather – Students are to exit their classrooms and line up against the wall of the middle corridors of the first and second floors. Students are to sit on the floor against the walls with head down and arms wrapped around their knees. All doors and windows should be closed (except in case of tornados) and the lights should be turned off.
- B. Dangerous intruder/other emergency – Students are to remain in their classrooms while each teacher locks the door. Students are to remain quiet until further instructions are received from the Administration. Under no circumstances are students permitted to leave a classroom during this emergency.

Crisis Prevention – Plan Of Action

Each teacher must designate a student who can get to the Nurse’s office or Administrative office in case of extreme emergency. The student should be someone reliable who can move quickly and communicate effectively when carrying a message.

Each teacher will be required to write the name of the team teacher that is near enough to help in a crisis situation. This teacher should be the first responder in an emergency. This should be organized for each period of the school day.

NOTE: Teachers should refer to the Emergency Procedure flip chart as well as the published District Wide Emergency Operations Plan.

Guidelines for Crisis Prevention:

- A. Remain calm – Do not panic
- B. Those not directly involved should go about their business as usual. Avoid crowds and unwanted excitement. Separate the individual from the group if possible.
- C. Evaluate the situation:
- What is the immediate risk?
 - Who needs to be summoned?
Administration? Nurse?
 - What is the most appropriate immediate action to take?
 - Comfort? First aid? Reassurance?
 - Attempt to reason with the person?
Do not threaten or blame.
- D. Send for help immediately. Do not leave the area. Wait for help to come.
- E. Keep an accurate written record of all pertinent facts and actions. List date, time, and location. Give names of people involved in the emergency and any witnesses. Describe the emergency situation, condition or the persons in the emergency and/or the physical location. Include relevant comments whenever possible.

LAPTOP PROGRAM GUIDELINES & AGREEMENT

Introduction to Technology & Laptop Program

Today’s careers in science, technology, engineering and math, require students and professionals with 21st century technology skills and experience. At the Pittsburgh Science & Technology Academy (SciTech), we are committed to providing extensive and equitable access to computers and technology. Students at SciTech build skills and learn to use technology as a tool to achieve their dreams and aid in discovery and design.

Students will have access to:

- Advanced technology in 11 specialized science, music, and art-focused technology labs
- Laptop computers throughout the school day (6th – 8th grades)
- A personal Laptop computer to use at home or school throughout the school year (9th – 12th grades)
- Technology training integrated throughout the curriculum
- Specialized technology classes

- SciTech school network, accounts and wiki page/ backup system
- On-site technology repair and assistance

Students and parents/guardians are responsible to know and follow the policies, procedures, and information in this document and the District Acceptable Use of Technology Policies. Furthermore, teachers may set additional requirements for the use of technology in their classrooms.

Note: SciTech reserves the right to log network and internet use, to monitor files backed up on school computers or network or wiki space, to restrict access to external network sites, and to monitor e-mail and wiki usage, while respecting the privacy rights of school's users.

1. General Technology & Equipment Use

Students are responsible for caring for all technology and equipment as instructed by SciTech teachers and staff, this document and the District Acceptable Use of Technology Policies.

2. How to Use School Network, Accounts, Usernames & Passwords

Students will be issued usernames and passwords for technology services that may include the school network as well as email and wiki accounts.

Students will be provided an overview of the District Acceptable Use of Technology Policies (new CIPA requirements) and include educating minors about appropriate online behavior, including interacting with others on social networking and chat sites, cyber-bullying awareness and response and receive training on how to use the school network and accounts.

Students must also follow instructions for safe and appropriate use of the school network, accounts, usernames and passwords. These instructions are in the District Acceptable Use of Technology Policies, and apply to all network, email and wiki accounts at SciTech.

3. What You Should Know About the School Blog

Students may have the opportunity to participate in the school blog while at SciTech.

The school blog is a public place, and should be considered an extension of your classroom. Therefore, any speech that is considered inappropriate in the classroom is also inappropriate in all uses of blogs or other web tools. This includes but is not limited to profanity; racist, sexist or discriminatory remarks.

The school blog is intended to be seen and used by the entire SciTech community. Therefore, students using the blog should act safely by keeping ALL personal information out of blog posts.

Students must follow protocol and directions posted on the school blog in order to post any material on the blog.

All District rules regarding accounts, usernames, passwords, and appropriate network usage are in the District Acceptable Use of Technology Policies, and apply to the SciTech blog.

Students who do not abide by these terms and conditions may lose their opportunity to take part in the blog project and/or be subject to consequences (See "Consequences of Technology Misuse or Damage").

4. General Terms & Conditions of Laptop Program

Ownership:

SciTech retains sole right of possession of the laptop computer unless and until a student chooses to exercise his or her buyout option when they graduate from high school.

Laptops are the property of SciTech and SciTech reserves the right to examine the contents and condition of the laptop or any student network files at any time and reserves the right to re-image the laptop at the District's discretion.

Students who pay their non-refundable deposit will get to keep a computer after graduation for its value less the technology deposit (usually \$0 for four-year graduates who pay each year). This computer will not necessarily be the students' computer, but will be a model to equivalent to the machine they received during ninth grade. It will be cleaned and maintained, and all proprietary software will be removed. It will no longer be under warranty and the student will no longer be able to access the District server.

Students who do not pay the deposit (or who do not pay a deposit for four years) may not obtain the computer for less than they would have paid if they had paid the deposit for four years. (See examples in table below).

Orientation Meeting: Students and a parent or guardian MUST attend the laptop program orientation meeting.

Optional Non-refundable Technology Deposit: It is recommended that all participants in the laptop program pay an annual, non-refundable technology deposit of \$40 in grades 9-12. This deposit is designed to increase the involvement and investment of participants, and comes with some important benefits.

If I paid the deposit:

- When I graduate I get to keep a computer for the value OR the total of four years' deposits (whichever is greatest) less the total deposits paid for the computer (the cost is usually \$0 for four-year graduates who pay the deposit each year). Note that if I do not pay the deposit for four years, I cannot keep the computer for less than the value of four years' deposits.*

*Ex: If I paid the deposit for two years, then I deposited \$80 towards the laptop (I would have paid \$160 for four years of deposits). That means that in order to keep a laptop when I graduate, I will have to pay \$80 even if the computer is only worth \$100, because I would have had to pay \$160 for four years of deposits ($\$160 - \$80 = \$80$).

- If my computer is being repaired I get a loaner machine that I can take home.
- If my computer is lost or stolen, and it is determined that I did not act negligently, the laptop is replaced at no cost.
- If my computer is lost or stolen, and it is determined that I did not act negligently I remain in good standing with the program, meaning that I do not have a debt and I can continue to participate in extracurricular activities.

If I did not pay the deposit:

- When I graduate I do not get to keep a computer unless I buy it for its current value or what I would have paid in four years through the deposit program (whichever is greater).*

*Ex: if the value of the computer is \$100 when I graduate, but I would have paid \$160 in four years through the deposit program, I must pay \$160. However if the value of the computer is \$200 when I graduate, then I must pay \$200.

- If my computer is being repaired I do not get to take home a loaner machine, I do get one that I can use at school.
- If my computer is lost or stolen, and it is determined that I did not act negligently, I must pay for a replacement laptop (cost varies with age of laptop, since laptop is worth less with each passing year).
- If my computer is lost or stolen, and it is determined that I did not act negligently, I am not considered in good standing until my debt is paid. While I am not in good standing I may not participate in extracurricular activities.

Distribution

After students and parents/guardians have attended the orientation meeting, laptops will be distributed:

- For 6 – 9th grades: Students will have access to a laptop to use throughout the school day.
- For 9th grade: Students will receive laptops at the beginning of the school year for use at school only during the probationary period. After the probationary period, they may take the laptops home.
- For 10th – 12th grades: Students will receive laptops on the first day of school and will be authorized to take them home, as long as they successfully completed the probationary period at the beginning of 9th grade.

High School Training & Probationary Period

High school students will have the opportunity to take their laptops home from school as long as they prove their responsibility during the probationary period at the beginning of ninth grade. Before completing the probationary period, students must attend an additional training session.

High School Equipment Issued: Computer and accessories as listed in Student Equipment Checklist (issued and signed during laptop distribution for high school)

Warranty

Comprehensive warranty covers most accidental damage (but not loss, theft, or intentional damage). Note that even if damage is covered under warranty, students who misuse laptop or who act neglectfully may be subject to consequences. (See Section 10, "Consequences of Technology Misuse or Damage").

Liability: See Section 9 ("What You Should Know About Loss, Theft, & Damage") and Section 10 ("Consequences of Technology Misuse or Damage")

Daily Care & Usage:

- Students are responsible to appropriately care for and use their laptop computers as outlined in this document.
- Students in the 9th – 12th grades are responsible to bring their laptop computers to school each day, with batteries fully charged.

Acceptable Use

Students must comply with all rules, regulations and policies outlined in the District's Acceptable Use of Technology Policies as well as this addendum. All policies in the District Acceptable Use of Technology

Policies also apply to students' laptop computer and internet usage, regardless of whether students use school laptops or technology at home, school, or elsewhere.

Laptop Return

Students have the right to use the laptops while attending SciTech. Students must return all school technology and equipment in their possession to the school technology office before the end of the school year or if they stop attending SciTech for any reason.

Repossession

SciTech reserves the right to repossess laptops or any technology or equipment that students fail to return to the school under the terms of this loan.

Equipment Evaluation

Each laptop will be inspected periodically to verify its condition and compliance with SciTech policy. Laptops may be re-imaged if the user has violated SciTech policy, and re-imaging fees may be assessed. SciTech is not responsible for the loss of any data due to re-imaging or re-formatting.

Technical Support

SciTech provides on-site technical support to our students. If students have any questions or need to contact the technology department, they can email for assistance at any time. See website for email address.

Substitution of Equipment

If a laptop is inoperable, SciTech has a limited number of spare laptops for use while the laptop is being repaired or replaced. All policies and regulations in this addendum apply to substitute laptops, although a substitute laptop is not guaranteed. Students who pay the technology deposit can take the loaner laptop home, but students who have not done so may only use loaner laptops at the school.

5. Parent/Guardian Responsibilities

- Parents/Guardians will be responsible for monitoring student use of the laptop at home or away from school.
- Parents/Guardians are asked to monitor internet activity while student is away from school.
- Parents/Guardians will be responsible for reviewing the Acceptable Use Policy with their student(s).

6. How to Care for Your Laptop

- Students are responsible for the care of the laptop at all times.

- Operate your laptop on a flat, stable surface. Do not put it on a stack of books or papers, even when not in use.
- Students may not loan their laptops to anyone for any reason, nor may they let anyone other than their parents use the laptop.
- Students must not delete any files that they did not create because the file may be necessary for the laptop to perform well.
- Do not place too many books or heavy objects in your bag that might put pressure on the laptop
- Check your laptop for any objects laying on the keyboard (i.e. pens, pencils, etc.) before closing it shut
- NO food or drinks are allowed on the same surface as (or above) any laptops.
- No stickers, writing, drawing, or labels of any kind are allowed on the laptop, except any that are placed there by SciTech.
- Students who forget their laptop at home must immediately report to the office to phone home to see if their parents can bring the laptop to school. Repeat violations may result in disciplinary action.
- Students will have some access to printers at school with teacher permission during class or breaks. If students want to print from home, they must visit the Technology Department to add their printer software to the laptop.
- Do not leave the laptop exposed to direct sunlight
- Unplug the laptop during electrical storms
- Do not attempt to repair a damaged or malfunctioning laptop. If there are any issues with the laptop, the student must take the laptop to the onsite technology repair center.
- Laptops should only be used within the classroom setting, at the resource center or library, or at home.

How to Make Sure Your Batteries Last Throughout the School Day

Students are responsible for keeping their laptop's battery charged for each school day. Establish a routine at home where you leave your computer turned off and charging overnight. Place the computer on a safe, dry, flat surface near a wall outlet in order to charge it. Make sure that the cord is not in a place where you or someone else will trip over it when they walk by.

- Students should run all batteries until the 'Low Battery' warning comes on, to ensure best battery life.

- Students may not be able to plug in their laptops at school.
- Laptops should be put to sleep or in hibernation before moving them to conserve battery life.
- Shut down laptops at the end of each school day, when classes have finished.
- Avoid using CDs or DVDs unless the laptop is connected to a power source with the AC adapter, since using the CD/DVD dramatically lowers battery life.

How to Take Care of Your Laptop Screen

- Never lift the computer by the laptop screen
- Do not place anything near or on the laptop – or in the carrying case – that might put pressure on the screen.
- Do not touch or poke the screen.
- NEVER leave any object on the laptop’s keyboard as the object – such as a pen or pencil – may crack the screen when the laptop is closed.
- Clean the screen only with a soft, dry cloth or an anti-static cloth. Using other cleaning products, like Windex, alcohol, or even water, may damage the screen.

How to Take Care of Your DVD/CD-RW Tray (Optical Drive):

- Make sure the laptop is on a hard surface when you insert or remove a disc. If the laptop is in your lap, or the optical drive hangs out over the table when it is open, you are much more likely to break the disc drive.
- Always remove CDs and DVDs from the drive when they are not in use.
- Avoid using CDs or DVDs unless the laptop is connected to a power source with the AC adapter. CD/DVD se dramatically lowers battery life.

How to Move Your Laptop Safely:

- Laptops should be put to sleep or in hibernation before moving them to conserve battery life.
- Never carry the laptop while it is open. Put the laptop to sleep or in hibernation and then close it.
- Place laptops in the protective bag before moving it. Do not place anything else in the area designed for the laptop other than the laptop itself.
- Do not over-stuff your backpack, as the pressure may damage the laptop.

- If you must move the laptop without the protective bag, carry the laptop underneath the keyboard, supporting the bottom.
- When not in use, laptops should be stored in students’ lockers with the lock securely fastened.
- NEVER leave laptops in cars or in any unsupervised area.
- NEVER leave laptops in the supervision of anyone other than student’s parent/guardian, or a SciTech teacher or administrator.

How to Make Sure Your Documents Are Safe:

- Students must not delete any files that they did not create because the file may be necessary for the laptop to perform well.
- Installation and/or downloads of any software is prohibited unless directed by a teacher. Any software installations must be done by the technology department only.
- Students must follow guidelines explained at orientation for creating and saving documents.
- If technical issues arise, students must take the laptop to the Technology Department.

Note: It is students’ responsibility to make sure that they save or backup copies of their documents. Computer malfunction is NOT an acceptable excuse for not submitting work.

7. Restrictions on Using Your Laptop & Other Technology at School

- In order to optimize Internet performance for academic purposes, students may not stream audio or video on the school network unless directed by a teacher.
- When not in use, laptops should be stored in students’ lockers with securely-fastened locks or in laptop carts as directed by teachers.
- Students may not chat, email, or otherwise communicate online without teacher permission.
- Students may not play games during school hours.

Note: Other restrictions on laptops, technology, the internet, and the network at school are discussed in the District Acceptable Use of Technology Policies.

8. What You Should Know About Laptop Loss, Theft, & Damage

Students are responsible for ensuring that laptops are kept safe and secure at all times.

- NEVER leave laptops in cars or in any unsupervised area.
- NEVER leave laptops in the supervision of anyone other than student's parent, guardian, or a SciTech teacher or administrator.
- All loss, theft, or damage must be reported to the Technology Office promptly.

If a student believes a laptop has been stolen, the student and the student's parent/guardian must immediately file a report with Pittsburgh School Police and request a copy of the written incident report filed by the law enforcement officer. As soon as possible after filing the report with the police, the student must provide a copy of the police report to the Technology Department.

SciTech will investigate all incidents of laptops reported as lost and may refer such incidents to Pittsburgh School Police. Any theft, conspiracy to steal, or unauthorized sale of or conspiracy to sell a SciTech-owned laptop will be prosecuted to the fullest extent of the law.

If a laptop is damaged or destroyed because a student committed or intentionally facilitated a deliberate act of damage or vandalism, the student will be prosecuted to the fullest extent of the law. Judgments against students will be determined in a court of law and may include liability for cost of repairs or replacement of damaged school property.

SciTech reserves the right to decline to issue a replacement laptop if it determines, in its sole discretion, that the risk of loss or damage to the replacement laptop is unacceptable.

Note that if a student's computer is lost or stolen, and it is determined that they did not act negligently:

If they paid the technology deposit: they remain in good standing with the program, meaning that they do not have a debt and can continue to participate in extracurricular activities.

If they did not pay the technology deposit: They are not considered in good standing until their debt is paid (until they have paid for a replacement computer). While they are not in good standing they may not participate in extracurricular activities.

Regardless of whether students pay their non-refundable deposit, there are consequences for negligent behavior as outlined in this policy.

9. What to do if your Laptop Needs to be Repaired

Incidental damages and repairs are covered under our comprehensive warranties regardless of whether students pay their non-refundable deposit.

Students should contact the technology department to have their computer repaired.

While computers are being repaired students who pay the deposit get a loaner machine to take home. Students who did not pay will also have a loaner machine but they will not be allowed to take it home.

10. Consequences of Technology Misuse or Damage

Students who fail to properly care for or who misuse school laptops or other technology or networks, may be found liable for a Level 1 Infraction. Disciplinary actions for Level 1 Infractions are listed in the Student Code of Conduct.

Students who purposely, knowingly, or recklessly damage or misuse school laptops or other technology or networks may be liable for a Level 2 Infraction. Level 2 Infractions are infractions which pose a threat to the health, safety or property of any person. Disciplinary actions for Level 1 Infractions are listed in the Student Code of Conduct.

Education

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

Consequences/Interventions

A student who violates this policy will be subject to discipline consistent with the Code of Student Conduct. Such discipline may include counseling, parent/guardian conference, detention, suspension, transfer or expulsion. Incidents of bullying may be referred to law enforcement and reported to Children, Youth and Families as an incident of child abuse.

community Resource Guide

Attending a Pittsburgh Public School has many advantages. In addition to the education and guidance that your child will receive while in school, there are also many resources available to you and your family. In coordination with 3 Rivers Connect, the Pittsburgh Public Schools created a general listing of services and activities city-wide that you may find helpful. The following pages highlight organizations in three categories, including Family Resources, Children's Services and Cultural Organizations.

We hope that this guide will help you become more familiar with all of the opportunities available in Pittsburgh, and that you find activities that you and your family can use and enjoy as part of the Pittsburgh Public Schools' community.



Family Resources

Alliance for Community Respite Care - 1(800) 876-7607

ACRCC is a collaborative network of families, providers, community members and advocates who work to ensure the availability of quality respite care.
www.acrcc.org

Allegheny Family Network (AFN) - 1(888) 273-2361

Supports and partners with families raising children with emotional and mental health needs to improve their quality of life.
www.alleghenyfamilynetwork.cfsites.org

Carnegie Library of Pittsburgh - (412) 622-3114

The Carnegie library has multiple branch locations offering special services such as job career and educational centers.
www.clpgh.org

Child Care Information Services - CCIS of Allegheny County – City - (412) 255-1281 or 1(800) 392-3131

CCIS serves as a primary resource to assist families with child care referrals, emergency childcare, subsidized care for qualifying families, and promotes quality child care by offering training in subjects such as early literacy.
www.dpw.state.pa.us/ServicesPrograms/ChildCareEarlyEd/003670483.htm

Children’s Health Insurance Program - CHIP - 1(800) 986-KIDS

Pennsylvania’s program to provide health insurance to all uninsured children and teens, that are not eligible for or enrolled in Medical Assistance.
www.chipcoverspakids.com

Humanservices.net

HS.net is a community resource directory of social services programs.
www.humanservices.net

The Mentoring Partnership of Southwestern Pennsylvania - (412) 281-2535

Helps mentoring programs by providing training, recruiting, quality assistance and support to increase the number of mentors in the community.
www.mentoringpittsburgh.org

Parent Education & Advocacy Leadership (PEAL) Center - (412) 281-4404

The PEAL Center is an organization of parents of children with disabilities reaching out to assist other parents and professionals
www.pealcenter.org

Pittsburgh Public Schools - (412) 622-7920 (Parent Hotline)

The Pittsburgh Public Schools believes in regular, two-way, meaningful communication connecting student academic learning and other school activities; to this end the Parent Hotline is one of a number of resources to assist parents and families in engagement.
www.pps.k12.pa.us

Southwestern PA Afterschool Resource Collaborative (SPARC) - (412) 392-1006

SPARC provides information about out of school time programs throughout Southwestern Pennsylvania.
www.SwpaAfterschool.org

United Way of Allegheny County - (412) 255-1155 (HelpLine)

United Way of Allegheny County provides information to families through their online resource Help Connections; agency funding, planning, and community problem solving for health and human services agencies operating within Allegheny County.
www.unitedwaypittsburgh.org

Children’s Services

Achieva - (412) 995-5000 or 888-272-7229

A world-renowned leader in the field of disabilities, known for its innovative programs, and dedication to children with disabilities and their families.
www.achieva.info

Alliance for Infants and Toddlers - (412) 885-6000

This program provides service coordination, screenings, assessments, family support services, and early intervention service coordination to families with children between the ages of birth to three years of age.
www.aftit.org

Big Brothers Big Sisters of Greater Pittsburgh - (412) 363-6100 or 1-877-937-2447

Big Brothers Big Sisters increases the self-confidence of children and the probability that they will become fully integrated members of society, leading productive and rewarding lives through mentoring and enrichment programs.
www.bbbspittsburgh.org

Beverly Jewel Wall Lovelace (BJWL) - Family Resource Centers - (412) 363-1702

Family Resources offers many services to help parents and children improve their relationship along with youth enrichment activities at its centers.
www.familyresourcesofpa.org

Boys and Girls Clubs - (412) 782-5710

The BGC is a unique organization consisting of 8 Club facilities, a Charter H.S., Outlet Connection retail venture, Campfire USA, and extension programs. Our goal is to provide every child with the essential tools needed for a successful & bright future.
www.bgcwpa.org

Catholic Charities, Child Care Support Services - (412) 456-6999

Catholic Charities provides counseling, refugee resettlement, respite care, utility assistance, emergency relief, tangible assistance services and makes referrals for clients. In 2007 it expanded services by opening a Free Health Care Center.
www.ccpgh.org

Children’s Institute - (412) 420-2400

The Children’s Institute is a nonprofit pediatric rehabilitation facility which provides education services for children ages two to 21 with cognitive or physical disabilities with in-home services for children and families with special needs.
www.amazingkids.org

Girl Scouts - Trillium Council - (412) 566-2570 or 1(800) 248-3355

The Girl Scouts inspires girls with the highest ideals of character, conduct, patriotism, and service that they may become happy and resourceful citizens.
www.gswpa.org

Greater Pittsburgh Council Boy Scouts of America - (412) 325-7940

The Boy Scouts trains young people in citizenship, service, and physical fitness through the Cub Scouting, Boy Scouting, Venturing programs, & more.
www.gpc-bsa.org

Junior Achievement of Southwest PA Inc. - 1(800) 522-6957

JA's purpose is to educate and inspire young people to value free enterprise and understand business & economics to improve the quality of their lives.
www.pittsburgh.ja.org

Parental Stress Center - (412) 361-4800

The Parental Stress Center provides comprehensive services for abused and neglected children and their families.
www.pscfamily.net

Parks and Recreation - (412) 255-2539

Parks and Recreation offers a wide variety of recreational programs and facilities for use by Pittsburgh citizens.
www.city.pittsburgh.pa.us/parks/html/citiparks_events.html

Pittsburgh Toy Lending Library - (412) 682-4430

The Pittsburgh Toy Lending Library, a cooperative run by volunteers, is an indoor play-space for children, birth through kindergarten, and their caregivers.
www.pghtoys.com

Urban League of Greater Pittsburgh - (412) 227-4802

The Urban League is the largest social and educational service provider and advocacy agency devoted to empowering African Americans to enter the economic and social mainstream community in Pittsburgh through its diverse programs.
www.ulpgh.org

YMCA - (412) 227-6457

YMCAs serve America's children, families and communities by "building healthy spirit, mind and body for all."
www.ymcaofpittsburgh.org

YouthPlaces - (412) 434-0851

YouthPlaces promotes the positive cognitive, social, physical, emotional and moral development of youth by providing a safe place for them to engage in a range of activities.
www.youthplaces.org

YouthWorks Inc. - (412) 281-6629

YouthWorks builds a community solution to help young people whose potential might be overlooked to pursue employment and career development opportunities.
www.youthworksinc.org

YWCA Greater Pittsburgh - (412) 391-5100

YWCA works to improve our community by increasing the status of women, girls, families and advancing racial justice by tackling homelessness, childcare needs, unemployment, fair housing and civil rights issues.
www.ywcapgh.org

Cultural Organizations

Carnegie Museums of Pittsburgh - (412) 622-3131 Natural History & Art, (412) 237-3400 Science Center, (412) 237-8300 Andy Warhol

Carnegie Museums of Pittsburgh has a fascinating history dating back 111 years. But the story of who they are today—a collection of four dynamic, distinctive museums, and the Pittsburgh region's home for great art and science exploration—is the real page turner.
www.carnegiemuseums.org

Children's Museum of Pittsburgh - (412) 322-5058

Children's Museum of Pittsburgh provides innovative museum experiences that inspire joy, creativity and curiosity.
www.pittsburghkids.org

Fort Pitt Museum - (412) 281-9284

Through exhibits and programs, the museum also addresses the important role of Fort Pitt during the American Revolution and the early development of the city of Pittsburgh.
www.fortpittmuseum.com

The History Center - (412) 454-6000

The Senator John Heinz History Center is an affiliate of the Smithsonian Institution and the largest history museum in the state of Pennsylvania.
www.pghhistory.org

National Aviary - (412) 323-7235

The National Aviary is America's only independent indoor nonprofit bird zoo. It is home to 600+ birds of more than 200 species.
www.aviary.org

Phipps Conservatory and Botanical Gardens - (412) 622-6914

Encounter the wonders of the natural world. Tour through the jewel-like Conservatory and visit exotic lands and ancient worlds with vivid colors, natural oddities, and surprises around every corner of the botanical gardens.
www.phipps.conservatory.org

Pittsburgh Zoo & PPG Aquarium - (412) 665-3640 or 1(800) 474-4966

The Pittsburgh Zoo & PPG is a 77-acre facility that is home to thousands of animals representing hundreds of diverse species. The Pittsburgh Zoo & PPG Aquarium is one of only six major zoo and aquarium combinations in the country.
www.pittsburghzoo.org

