



Apollo-Ridge School Board Legislative Meeting
 Apollo-Ridge High School Community Room
 Monday, January 25, 2016, 6:30 p.m.

MINUTES

I. Call Meeting to Order

The meeting was called to order by Board President, Mr. Gregory Primm, at 6:36 p.m. Mrs. Jennie Ivory, Board Secretary, was requested to conduct the roll call and following same, declared a quorum present.

II. Pledge of Allegiance to the Flag

III. Roll Call

Board Members Present: Mr. Dominick Duso, Mr. Jim Ferguson, Mr. Rick Fetterman, Mrs. Rebecca Ross, Mr. Dan Obriot, Mr. Gregory Primm, Mr. Forrest Schultz, Mrs. Susan Wenckowski

Board Members Absent: Mr. Paul King

Administrators Present: Dr. Matthew Curci

Administrators Absent: Not required to attend

Guests: Mrs. Sharon Jaworskyj
 Mrs. Virginia Madison
 Mrs. Sandee Cecchini, AREA
 Mr. Andrew Jones, Student Council

Solicitor: Mr. Matthew Hoffman, Esq.

IV. Approval of Legislative Meeting Minutes

Be it resolved that the Apollo-Ridge Board approves the minutes of the Tuesday, December 8, 2015 Reorganization and Legislative Meetings.

Motion: Mr. Fetterman Second: Mrs. Wenckowski

Voice Vote: 8 AYE 0 NAY

V. Meetings from the Previous Month

Reorganization Meeting Tuesday, December 8, 2015 (6:33 PM – 6:43 PM)

Legislative Meeting Tuesday, December 8, 2015 (6:44 PM – 6:59 PM)
 Executive Session: Personnel/Legal Matters (7:00 PM – 7:25 PM)

VI. BOARD AND SUPERINTENDENT REPORTS

- A. Lenape Vocational Technical School (Mr. Paul King)
- B. ARIN Intermediate Unit #28 (Mrs. Susan Wenckowski)
- C. Legislation (Mr. Dan Obriot)

- D. Apollo-Ridge Education Foundation (Mr. Dominick Duso)
- Students Performed at the Historical Society's Christmas Open House
 - 38th Annual Learning Festival will feature a Froggy 95 Live Action Broadcast
 - Fitness Trail Progress
 - AREF Board Reorganization
 - Annual Campaign
 - Spirit Wear
 - Iron Yoga/Yoga Classes
- E. Superintendent Report (Dr. Matthew E. Curci)
- Board Recognition
 - Apollo Area Lions Club Students of the Month: Kennedy Kehew and Jessica Turnbull
 - Letter of Intent Day: Megan Bonelli & Eric Moran
 - UPCOMING DATES
 - January 29 - ARMS PTA Reflections Awards Ceremony 6PM
 - February 12 - Elementary Valentine Party
 - February 13 - Mini Theater Camp hosted by the ARHS Drama Club
 - February 15 - President's Day - 2nd Snow Make-Up Day
 - February 19 - ARMS PTA Reflections Awards 6PM
 - February 26 - ARHS Student Council Community Blood Drive 8AM-2:30PM
- F. Student Council (Mr. Andrew Jones)

IV. RESOLUTIONS

A. Finance

Resolution A-1

Be it resolved that the Apollo-Ridge Board approves payment of District Bills for the period November 23, 2015, through January 26, 2016, in the amount of \$1,565,793.19, and the Treasurer's Reports for November and December 2015.

Be it resolved that the Apollo-Ridge Board approves Finance resolution A-1.	
A-1 Payment of District Bills and Treasurer's Reports for November and December 2015	
Motion: Mr. Duso	Second: Mr. Ferguson
Voice Vote: 8 AYE	0 NAY

B. Personnel

Resolution B-1

Be it resolved that the Apollo-Ridge Board approves unpaid leaves as marked Exhibit B-1.

Resolution B-2

Be it resolved that the Apollo-Ridge Board approves volunteer coaches as marked Exhibit B-2.

Resolution B-3

Be it resolved that the Apollo-Ridge Board approves subs presented by Source 4 Teachers as marked Exhibit B-3

Resolution B-4

Be it resolved that the Apollo-Ridge Board approves Ms. Lisa Palmer, Clarksburg, as a 4-hour part-time food service employee, with appropriate salary and benefits as per the SEIU, 32BJ Agreement, effective January 26, 2016.

Resolution B-5

Be it resolved that the Apollo-Ridge Board approves Ms. Amanda George, Avonmore, as a 4-hour part-time food service employee, with appropriate salary and benefits as per the SEIU, 32BJ Agreement, effective January 26, 2016.

Resolution B-6

Be it resolved that the Apollo-Ridge Board approves student teachers for the second semester of the 2015-2016 school year as marked Exhibit B-6.

Resolution B-7

Be it resolved that the Apollo-Ridge Board extends a long-term sub position for Ms. Danielle Lynch, effective January 19, 2016 through March 7, 2016, with salary and benefits as per the Apollo-Ridge Education Association agreement.

Be it resolved that the Apollo-Ridge Board approves Personnel resolutions B-1 through B-7.	
B-1 Unpaid Leaves B-2 Volunteer Coaches B-3 Source4Teachers Subs B-4 Food Service Hire: B-5 Food Service Hire: B-6 Student Teachers B-7 Long-Term Sub Extension: Lynch	
Motion: Mr. Duso	Second: Mrs. Wenckowski
Voice Vote: 8 AYE	0 NAY

C. Curriculum

Resolution C-1

Be it resolved that the Apollo-Ridge Board approves conference attendance requests as marked Exhibit C-1.

Resolution C-2

Be it resolved that the Apollo-Ridge Board approves continued participation in the ARIN Pregnant & Parenting Teen Program at an annual cost of \$900.

Resolution C-3

Be it resolved that the Apollo-Ridge Board approves changes to the High School Course of Studies as marked Exhibit C-3.

Resolution C-4

Be it resolved that the Apollo-Ridge Board approves changes to High School course descriptions as marked Exhibit C-4.

<p>Be it resolved that the Apollo-Ridge Board approves Curriculum resolutions C-1 through C-4.</p> <p>C-1 Conference Attendance Requests C-2 ARIN Pregnant & Parenting Teen Program C-3 High School Course of Studies Changes C-4 High School Course Description Changes</p>
<p>Motion: Mr. Fetterman Second: Mr. Obriot</p> <p>Voice Vote: 8 AYE 0 NAY</p>

D. Student Activities

Resolution D-1

Be it resolved that the Apollo-Ridge Board approves field trip requests as marked exhibit D-1.

Resolution D-2

Be it resolved that the Apollo-Ridge Board approves the application as presented for Soccer as a Club Sport for Grades 9-12 during the 2015-2016 School Year, pending the receipt of all required items as designated under Board Policy 122.1: Club Sports.

<p>Be it resolved that the Apollo-Ridge Board approves Student Activities resolutions D-1 through D-2.</p> <p>D-1 Field Trips D-2 High School Soccer Club</p>
<p>Motion: Mr. Duso Second: Mr. Ferguson</p> <p>Voice Vote: 8 AYE 0 NAY</p>

E. Student Transportation

F. Facilities and Property Services

G. Food and Nutrition Services

H. Legislation – Board Policy

Resolution H-1

Be it resolved that the Apollo-Ridge Board approves the first reading of revised Board Policy #210: Use of Medications, as marked Exhibit H-1.

Resolution H-2

Be it resolved that the Apollo-Ridge Board approves the first reading of revised Board Policy #210.1: Possession/Use of Asthma Inhalers and Epinephrine Auto-injectors, as marked Exhibit H-2.

Resolution H-3

Be it resolved that the Apollo-Ridge Board reaffirms Board Policy #249: Anti-bullying, as presented.

Resolution H-4

Be it resolved that the Apollo-Ridge Board approves the student disciplinary agreement for Student A as presented.

Be it resolved that the Apollo-Ridge Board approves Legislation-Board Policy resolutions H-1 through H-4.	
H-1 First Reading of Revised Board Policy #210 H-2 First Reading of Revised Board Policy #210.1 H-3 Reaffirmation of Board Policy #249 H-4 Student Disciplinary Agreement: Student A	
Motion: Mrs. Wenckowski	Second: Mr. Obriot
Voice Vote: 8 AYE	0 NAY

VIII. Hearing of the General Public

IX. Old Business

X. Adjournment

Motion to Adjourn	
Motion: Mr. Obriot	Second: Mr. Schultz
Voice Vote: 8 AYE	0 NAY
Time: 7:08 p.m.	
EXECUTIVE SESSION	
Start: 7:15 p.m.	End: 7:25 p.m.

NEXT MEETING DATES:

COMMITTEE: Tuesday, February 16, 2016
LEGISLATIVE: Monday, February 22, 2016

EXHIBIT B-1

UNPAID LEAVE REQUESTS

DATES	LEAVE NUMBER	REASON
December 10, 2015	UNP121015	Illness
January 29-February 4, 2016	UNP011116	Personal
January 19 – March 7, 2016	UNP011916	FMLA
February 18, 19 and 22	UNP021816	Personal
January 26-February 22, 2016	UNP012116	Illness
December 17, 2015	UNP010416	Illness

EXHIBIT B-2

VOLUNTEER COACHES

NAME	ADDRESS	POSITION
Mr. Chris Stewart	Avonmore	Volunteer Track Coach
Ms. Ashley (Myers) Jones	Blairsville	Volunteer Track Coach

EXHIBIT B-3

SOURCE 4 TEACHERS SUBS

NAME	CERTIFICATION
Christina Putt	Emergency Permit
Tara Reiner	High School Diploma
Cheryl Davis	High School Diploma
Elizabeth Shirring	Elementary, Special Education
Karen Henry	Elementary, Special Education
Diane Howard	High School Diploma
Kathy Johnson	60 College Credits
Renee Juart	High School Diploma
Julie Lewis	Elementary, Special Education
Zachary Spangler	Science
Kenneth Riley	Social Studies
Elizabeth Rogalski	Bachelors Degree
Toni Sears	High School Diploma
Randy Sell	Emergency Permit
Elizabeth Duran	Bachelors Degree
Natasha Foster	48 College Credits
Stephanie Hager	Special Education
Brooke Hebrank	Elementary, Special Education
Helen Lozovoy	Elementary
Megan Parker	Elementary, Special Education
Rebecca Mitchell	Special Education
Brittany McLaughlin	Elementary
Kara Prentice	Bachelors Degree
Emilee Schaffer	High School Diploma
Michael Simone	Health/PE
Mollie Stoll	Para Education Cert
Kenneth Thompson	Bachelors Degree
Mallory Whitlinger	High School Diploma

EXHIBIT B-6

Student Teaching Assignments

Spring Semester 2015-2016

<u>Student Teacher Name</u>	<u>Building</u>	<u>Subject</u>	<u>Grade</u>	<u>Mentor Teacher</u>	<u>Start Date</u>	<u>End Date</u>
Lacey Rogacki	A-R Elementary School	Early Childhood	2-4	Lori Murphy	1/19/2016	3/11/2016
Lacey Rogacki	A-R Middle School	Emotional Support	6-8	Kristen Simpson	3/14/2016	5/6/2016
Alexandra John	A-R Middle School	Social Studies	6-8	Robert Desiderato	3/14/2016	5/6/2016
Katherine Kenzevich	A-R Elementary School	Special Education	K-5	Leanne Skroupa	3/14/2016	4/29/2016

EXHIBIT C-1

CONFERENCE ATTENDANCE REQUESTS

DATES	EMPLOYEE	CONFERENCE/LOCATION/SPONSOR	COST
02/10-02/12/2016	Christopher Clark Director of Special Programs	PA Special Education Fellowship Program PDE Conference PaTTAN Harrisburg/Hershey	\$564.18
03/15-03/16/2016	Christopher Clark Director of Special Programs	PA Special Education Fellowship Program PDE Conference PaTTAN Harrisburg/Hershey	\$393.08
03/08-03/11/2016	Jennie Ivory Business Administrator	Annual Conference PASBO Hershey	\$728.78
02/23-02/24/2016	Steve Kijowski Director Facilities & Property Services	PA Turfgrass Council Monroeville	\$315.00

HIGH SCHOOL COURSE OF STUDIES

2016-2017

Page Number	Area Of Proposed Change	Subject
23,25	Description	Course descriptions were updated to reflect participation in the College Within the Classroom program for AP Human Geography (pg. 23), French III (pg. 25), French IV (pg. 25)
11,13,14,15,20,22,23,24,32,33,37	Description	Changes were made to course descriptions for English 9 Honors (pg. 11), Communications (pg. 13) Theater Arts (pg. 14), Pre-Algebra (pg. 15), Physical Science (pg. 20), U.S. History 10 Honors (pg. 22), Advanced Placement European History (pg. 22), Advanced Placement Human Geography (pg. 23), CIHS Introduction to Psychology (pg. 24), Senior Seminar (pg. 32), Multimedia Design I (pg. 33), A-R Inc. (pg. 37)
27, 28	Title	Course titles were changed for the following classes: Intramural Team Sports was changed to Intramural Team Sports I (pg. 27), Strength Training was changed to Strength Training I (pg. 28)
11, 22,23, 24, 41	Prerequisites	Prerequisites changed for the following courses: English 9 Honors (pg. 11), U.S. History 9 Honors (pg. 22), Advanced Placement European History (pg. 22), Advanced Placement Human Geography (pg. 23), American Government/Economics (pg. 24), CIHS Introduction to Psychology (pg. 24), Jazz Band (pg. 41)
46	Dual Enrollment	French III & IV, AP Human Geography were added to the <i>College Within the Classroom</i> list (pg. 46)
15, 17, 19, 27, 28, 29, 38	New Courses	Pre-Algebra B (pg. 15), Calculus (stand-alone course) (pg. 17), AP Calculus (stand-alone course) (pg. 17), Honors Biology 9 with Integrated Lab (pg. 19), Intramural Team Sports II (pg. 27), Strength Training II (pg. 28), Yoga (Pg. 29), Fabric Arts I, II, III (pg. 38)

2016-2017 HIGH SCHOOL COURSE DESCRIPTIONS

English 9 Honors**Previous Description for 2015-2016**

Description: This course concentrates on advanced reading, writing and thinking skills. The writing skills include a focus on grammar, usage, and mechanics, which will be incorporated into all compositions and other writing projects such as the autobiography and the research paper. The reading will include a variety of poetry, short stories, novels, drama, independent reading and will compare and contrast themes for composition writing. In addition to the reading and writing, students will analyze poetry and discuss the use of figurative language. Also, students will be trained in the model of Student-Centered Discussion. **Several independent projects as well as summer reading will be required.**

New Description for 2016-2017

Description: This course concentrates on advanced reading, writing and thinking skills. The writing skills include a focus on grammar, usage, and mechanics, which will be incorporated into all compositions and other writing projects such as the autobiography and the research paper. The reading will include a variety of poetry, short stories, novels, drama, independent reading and will **analyze** themes for composition writing. In addition to the reading and writing, students will analyze poetry and discuss the use of figurative language. Also, students will be trained in the model of Student-Centered Discussion. **Several independent projects as well as summer reading will be required.**

Communications**Previous Description for 2015-2016**

Description: Communications is a course designed to give students a background in marketing, public relations, broadcasting, and public speaking. Students will complete group projects and speeches that will be a springboard to discussion and hands on experience. This course will be integrated with running morning announcements and audio equipment in the auditorium as well as advertising and marketing school events.

New Description for 2016-2017

Description: Communications is a course designed to give students a background in marketing, public

relations, broadcasting, and public speaking. Students will complete group projects, speeches, **become mature journalists and create a mock broadcast.** **This course will allow students to be a part of the morning announcements if they choose. In addition to learning career skills that can be used in the communication profession.**

Theater Arts**Previous Description for 2015-2016**

Description: Theater arts is an introductory course to drama, acting, and the theater. Students will read, write, and perform plays and will understand the basics of behind-the-scenes Theater. This course will give an overview of every portion to acting and directing a piece of work. Students in the class will work together to present the performance. The student does not need to be involved in the drama club, plays, or musicals, but will be encouraged to participate due to experience.

New Description for 2016-2017

Description: Theater Arts is an introductory course to drama, acting, and the theater. Students will read, write, and perform plays and will understand the basics of behind-the-scenes theater. This course will give an overview of every portion to acting and directing a piece of work. Students in the class will work together to present **their own** performance. The student does not need to be involved in the drama club, plays, or musicals, but will be encouraged to participate due to experience.

Pre-Algebra**Previous Description for 2015-2016**

Description: Pre-Algebra provides a strong foundation in algebra while also preparing for future study of geometry, probability, and data analysis. Lessons include problems which help students develop and practice skills, use logical reasoning, and problem solving. It will also help students learn to take notes and prepare for standardized tests.

New Description for 2016-2017

Description: Pre-Algebra provides a

strong foundation for Algebra while also preparing for future study of Geometry, Probability, and Data Analysis. Lessons include problems which help students develop and practice mathematics skills, use logical reasoning and problem solve. Lessons in Pre-Algebra A would include, but limited to, the following topics: Variables, Expressions, Integers, Solving Equations using Addition or Subtraction, Solving Multi-Step Equations and Inequalities, Finding Factors and Equivalent Fractions, Using Exponents, Discovering Rational Numbers, Adding and Subtracting Like Fractions, Multiplying and Dividing Fractions, Adding and Subtracting Unlike Fractions, and Solving Equations using Multiplication and Division. Students, along with the instructor, will learn and use note taking skills, as well as prepare for standardized testing.

**CHS Introduction to Psychology
Previous Description for 2015-2016**

Description: This course is a general introduction to the scientific study of the brain, behavior, and mental processes of humans and animals, with emphasis on the goals of psychology: to describe, explain, predict, and control behavior. Students examine the substance of psychology such as biopsychology, sensation & perception, learning, memory, cognitive processes, affective behaviors, and mental illness through an examination of the theories, principles, and methods of research used in the field. Students who choose to take this class for college credit will earn credits from Pennsylvania Highlands Community College. Credits will only be awarded upon registration and successful completion of the course. (See the Guidance Office.)

New Description for 2016-2017

Description: This **honors level college course** is a general introduction to the scientific study of the brain, behavior, and mental processes of humans and animals, with emphasis on the goals of psychology: to describe, explain, predict, and control behavior. Students examine the substance of psychology such as biopsychology, sensation &

perception, learning, memory, cognitive processes, affective behaviors, and mental illness through an examination of the theories, principles, and methods of research used in the field. **Students will write a research paper in this course.**

Students who choose to take this class for college credit will earn credits from Pennsylvania Highlands Community College. Three credits will only be awarded upon registration and successful completion of the course. (See the Guidance Office)

U.S. History 10 Honors

Previous Description for 2015-2016

Description: Students will be provided with a rich appreciation of our nation's political, economic, and social growth from World War II to present. Interested students should possess strong independent and cooperative study skills, be critical thinkers, lifetime learners, and be able to express themselves orally and in writing to an acceptable degree. **Summer reading and analysis is required.**

New Description for 2016-2017

Description: Students will be provided with a rich appreciation of our nation's political, economic, and social growth from World War II to present. Interested students should possess strong independent and cooperative study skills, be critical thinkers, lifetime learners, and be able to express themselves orally and in writing to an acceptable degree. **Successful completion of summer work is required prior to entering the class for the fall.**

Advanced Placement European History

Previous Description for 2015-2016

Description: Advanced Placement European History is intended to allow students to experience a college level history course. As such students shall prepare for a rigorous experience. European History, from the Renaissance to the present, will be the focus area. Political, diplomatic, economic, religious, and cultural themes form the core of the course. **The emphasis of this course will be to prepare students to take the AP exam. Therefore, it is strongly recommended that students taking this course take the AP test.** While seniors are encouraged to take this course, it cannot supplant the Government/Economics requirement.

Either the AP Euro or AP World History courses can be used by juniors to replace the World History Course.

Summer reading and analysis required. EUROPEAN HISTORY IS OFFERED DURING SCHOOL YEARS ENDING WITH AN ODD NUMBER (I.E. 2016-2017)

New Description 2016-2017

Description: Advanced Placement European History is intended to allow **honor** students to experience a college level history course. As such students shall prepare for a rigorous experience. European History, from the Renaissance to the present, will be the focus area. Political, diplomatic, economic, religious, and cultural themes form the core of the course. **The emphasis of this course will be to prepare students to take the AP exam. Therefore, it is strongly recommended that students taking this course take the AP test. While seniors are encouraged to take this course, it cannot supplant the**

Government/Economics requirement. Either the AP Euro or AP World History courses can be used by juniors to replace the World History Course. **Summer reading and analysis work is required prior to entering the class. EUROPEAN HISTORY IS OFFERED DURING SCHOOL YEARS ENDING WITH AN ODD NUMBER (I.E. 2016-2017)**

Advanced Placement Human Geography

Previous Description for 2015-2016

Description: The AP Human Geography course is equivalent to an introductory college-level course in human geography. The course introduces students to the systematic study of patterns and processes that have shaped human understanding, use, and alteration of Earth's surface. Students employ spatial concepts and landscape analysis to examine socioeconomic organization and its environmental consequences. They also learn about the methods and tools geographers use in their research and applications. The curriculum reflects the goals of the National Geography Standards (2012). The course is offered during school years ending with an even number (2015-2016; 2017-2018).

New Description for 2016-2017

Description: The AP Human Geography course is equivalent to an introductory college-level course in human

geography. The course introduces students to the systematic study of patterns and processes that have shaped human understanding, use, and alteration of Earth's surface. Students employ spatial concepts and landscape analysis to examine socioeconomic organization and its environmental consequences. They also learn about the methods and tools geographers use in their research and applications. The curriculum reflects the goals of the National Geography Standards (2012). The course is offered during school years ending with an even number (2017-2018). **Summer reading and analysis work is required prior to entering the class. Students who choose to take this class for college credit will earn credits from Westmoreland County Community College. Credits will only be awarded upon registration and successful completion of the course. (See the Guidance Office.)**

Physical Science

Previous Description for 2015-2016

Description: Topics include physical and chemical properties, atomic structure, acids and bases, nuclear reaction, gasses, environmental pollution and chemistry in business and the home. These topics are integrated into a lab experience used to reinforce classroom work.

New Description for 2016-2017

Description: In this course, students will study basic forensic chemistry concepts such as trace evidence, ballistics, fingerprinting, and crime scene analysis, as well as basic physics concepts such as motion, forces, energy, and magnetism. Additional topics that will be touched upon include earth, space and environmental sciences. All topics are integrated into a lab experience, when appropriate, to reinforce classroom work.

Senior Seminar

Previous Description for 2015-2016

Description: This course focuses on postsecondary education, and students will explore, plan, and prepare for life after high school. Each student will fulfill their Graduation Project requirements including an eight hour job shadowing experience, career interview, reflective essay, and preparation of their multi-media presentation for their Exit Interview. Participation in multiple

community service activities is required.

THIS COURSE IS REQUIRED FOR SENIORS.

New Description for 2016-2017

Description: This course focuses on post-secondary education, and students will explore, plan, and prepare for life after high school. Each student will fulfill their Graduation Project requirements including an eight hour job shadowing experience, career interview, reflective essay, and preparation of their multi-media presentation for their Exit Interview. Participation in multiple community service activities is required.

THIS COURSE IS REQUIRED FOR SENIORS.

Multimedia Design I

Previous Description for 2015-2016

Description: Multimedia is the integration of pictures, video, sound, and text to express emotions, communicate thoughts, and demonstrate creativity. This semester course provides a hands-on introduction to multi-media creation and digital video production. It guides students through all phases of multi-media/digital video production, from planning, executing/filming, to editing digital footage using various software products. Students explore several methods of sharing and broadcasting multi-media/digital videos, including multiple platform versions, CDs/DVDs, and Web delivery.

During this course students will also be responsible for producing the live morning announcements. Students may take on different roles in the studio including anchor or cameraman, or they may be responsible for running the sound system, teleprompter, and tri-caster.

New Description for 2016-2017

Description: Multimedia is the integration of pictures, video, sound, and text to express emotions, communicate thoughts, and demonstrate creativity. This course provides a hands-on introduction to multi-media creation and digital video production. It guides students through all phases of multi-media/digital video production, from planning, executing/filming, to editing digital footage using various software products. Students explore several methods of sharing and broadcasting multi-media/digital videos, including multiple platform versions, CDs/DVDs, and Web

delivery. During this course students will also be responsible for producing the live morning announcements. Students may take on different roles in the studio including anchor or cameraman, or they may be responsible for running the sound system, teleprompter, and tri-caster.

A-R Inc.

Previous Description for 2015-2016

Description: The objective of this course is to have students in the Business Department and Technology Education Department develop and operate a Company, A.R.INC., to manufacture various products for marketing. Encompassed in a "real world" setting and experience, students will exhibit a customized education.

Students in the Business class will participate and be instructed on numerous models of developing a Company, the process of product selection, strategies, analysis, and advertisement. Students will also study and ascertain skills in spreadsheet development, fiscal projections, profit margins, bookkeeping, taxes, and corporate finances. Students in Manufacturing and Graphics will produce the products using numerous materials, technologies, and machines. Students will master the use of the Laser Engraver, Vinyl Cutter, related programs using the I-Mac computers, and an array of woodworking machines and tools.

New Descriptions for 2016-2017

Description: The objective of this course is to have students in the Technology Education Department develop and operate a Company, A.R.INC., to manufacture various products for marketing. Encompassed in a "real world" setting and experience, students will exhibit a customized education.

Students will participate and be instructed on numerous models of developing a Company, the process of product selection, strategies, analysis, and advertisement. Students will also study and ascertain skills in spreadsheet development, fiscal projections, profit margins, bookkeeping, taxes, and corporate finances. Students in Manufacturing and Graphics will produce the products using numerous materials, technologies, and machines. Students will master the use

of the Laser Engraver, Vinyl Cutter, related programs using the I-Mac computers, and an array of woodworking machines and tools.

French III

Previous Description for 2015-2016

Description: Instruction is designed to provide the student with greater facility in all language skills. By the end of Level III the student should be able to: (1) converse on a variety of topics handling a wide range of social interactions and fuller descriptions; (2) comprehend spoken French well enough to acquire information with retention that permits further use of that information; (3) read with understanding a variety of written styles; (4) write informal letters and compositions on various topics; (5) demonstrate an understanding of the geography, history, and cultures of the "francophone" world.

New Descriptions for 2016-2017

Description: Instruction is designed to provide the student with greater facility in all language skills. By the end of Level III the student should be able to: (1) converse on a variety of topics handling a wide range of social interactions and fuller descriptions; (2) comprehend spoken French well enough to acquire information with retention that permits further use of that information; (3) read with understanding a variety of written styles; (4) write informal letters and compositions on various topics; (5) demonstrate an understanding of the geography, history, and cultures of the "francophone" world. Students who choose to take this class for college credit will earn credits from Pennsylvania Highlands Community College or Westmoreland County Community College. Credits will only be awarded upon registration and successful completion of the course. (See the Guidance Office.)

French IV

Previous Description for 2015-2016

Description: Students will be given varied experiences in refining communication skills via listening, speaking, reading, and writing activities. Instruction will include an introduction to French literature through selected readings. By the end of Level IV, the student should be

able to: (1) speak French with confidence and ask questions for clarification; (2) comprehend spoken French well enough to enjoy it; (3) read and interpret short stories; (4) write descriptive narratives, formal letters, and compositions; (5) demonstrate understanding of the literature, art, and customs of the "francophone" world.

New Descriptions for 2016-2017

Description: Students will be given varied experiences in refining communication skills via listening, speaking, reading, and writing activities. Instruction will include an introduction to French literature through selected readings. By the end of Level IV, the student should be able to: (1) speak French with confidence and ask questions for clarification; (2) comprehend spoken French well enough to enjoy it; (3) read and interpret short stories; (4) write descriptive narratives, formal letters, and compositions; (5) demonstrate understanding of the literature, art, and customs of the "francophone" world. **Students who choose to take this class for college credit will earn credits from Pennsylvania Highlands Community College or Westmoreland County Community College. Credits will only be awarded upon registration and successful completion of the course. (See the Guidance Office.)**

Changes to Prerequisites

Jazz Band

Previous Prerequisites for 2015-2016

No Prerequisites

New Prerequisites for 2016-2017

Student must be enrolled in instrumental band or have passed three years of high school instrumental band.

Honors English 9

Previous Prerequisites for 2015-2016

English 8 - grade of 92% or better and teacher recommendation

New Prerequisites for 2016-2017

Pre AP English 8 - grade of 83% or better and teacher recommendation or 92% or better in English 8 and teacher recommendation.

U.S. History 9 Honors

Previous Prerequisites for 2015-2016

Honors History 9 grade 92% or better or U.S. History 9 – grade 92% or better and teacher recommendation.

New Prerequisites for 2016-2017

Pre AP History 8 - grade of 83% or better and teacher recommendation or 92% or better in History 8 and teacher recommendation.

Advanced Placement European History

Previous Prerequisites for 2015-2016

Honors U.S. History 9, Honors U.S. History- 10– 83% or better or U.S. History 9, U.S. History 10- 83% or better and teacher recommendation.

Seniors- grade 92% in World Cultures and teacher recommendation.

New Prerequisites for 2016-2017

Honors U.S. History- 10– 83% or better or U.S. History 10- 92% or better and teacher recommendation. Seniors- grade 92% in World History.

Advanced Placement Human Geography

Previous Prerequisites for 2015-2016

Honors U.S. History 9, Honors U.S. History 10 – 83% or better or U.S. History 9, U.S. History 10- 83% or better and teacher recommendation.

Seniors- grade 92% in World History and teacher recommendation.

New Prerequisites for 2016-2017

Honors U.S. History 10 – 83% or better or U.S. History 10- 92% or better and teacher recommendation. Seniors- grade 92% in World History.

American Government/Economics

Previous Prerequisites for 2015-2016

U.S. History 9, U.S. History 10, World History or the honors versions of those courses.

New Prerequisites for 2016-2017

Passing grades in U.S. History 9, U.S. History 10, World History or the honors or AP Courses.

CIHS Introduction to Psychology

Previous Prerequisite for 2015-2016

No Prerequisites

New Prerequisites for 2015-2016

75% or better in US History 9 and U.S. History 10

CHANGES TO COURSE TITLES

Previous Title 2015-2016

Intramural Sports

New Title 2016-2017

Intramural Sports I

Previous Title 2015-2016

Strength Training

New Title 2016-2017

Strength Training I

NEW COURSES

TITLE: FABRIC ARTS I

Credit Values: 0.5

Course Number: NEW COURSE

Length of Course: 18wks/42 min.

Periods per Week: 5

Open to Grades: 9, 10, 11, 12

Description: Fabric Arts I offers students the opportunity to create projects using fabrics, or thread and yarn. Students will complete multiple projects emphasizing safety, beginning skills, hand and machine work, use of equipment, and needle arts.

TITLE: FABRIC ARTS II

Credit Values: 0.5

Course Number: NEW COURSE

Length of Course: 18wks/42 min.

Periods per Week: 5

Open to Grades: 10, 11, 12

Description: Fabric Arts II offers students a continued opportunity to create projects utilizing and building on the skills introduced in Fabric Arts I. Course content will include construction skills necessary to complete a project using a commercial pattern or quilting techniques. Course may also include service or community projects.

TITLE: FABRIC ARTS III

Credit Values: 0.5

Course Number: NEW COURSE

Length of Course: 18wks/42 min.

Periods per Week: 5

Open to Grades: 11, 12

Description: Fabric Arts III offers students the opportunity to build on sewing skills and techniques by completing a project of choice. Students may use commercial patterns or may design their own.

TITLE: HONORS BIOLOGY 9 WITH INTERGRATED LAB

Credit Value: 1.0

Course Number: NEW COURSE

Length of Course: 36wks/42min.

Periods per Week: 5

Open to Grades: 9

Prerequisites: Recommendation from the eighth grade science teacher

Description: This course is designed for students who have demonstrated advanced interest and knowledge in Science and who also have advanced reading skills. In this course, students will be exposed to extensive content on the topics covered in both modules of

the Keystone exam. Topics included are: Basic Biology Principles, Biochemistry, Bioenergetics, Transport Mechanisms, Cell Growth, Genetics, Evolution and Ecology. Students will be expected to complete advanced reading assignments and will move through the content at an accelerated, in depth rate. Biology labs will be incorporated and Study Island segments will need to be completed to proficiency on all topics. Students enrolled in this class should continue on the advanced pathway to AP Biology and other advanced classes in Science.

TITLE: PRE-ALGEBRA B

Credit Value: 1.0
 Course Number: NEW COURSE
 Length of Course: 36wks/42min
 Periods per Week: 5
 Open to Grade: 9, 10, 11
 Prerequisites: Pre-Algebra

Description: Pre-Algebra provides a strong foundation for Algebra while also preparing for future study of Geometry, Probability, and Data Analysis. Lessons include problems which help students develop and practice mathematics skills, use logical reasoning and problem solve. Lessons in Pre-Algebra A would include, but limited to, the following topics: **Ratios, Proportions, Probabilities, Percents, Linear Functions, Real Numbers, Right Triangles, Measurements, Area of Figures, Volumes of Figures, Data Analysis and Probability.** Students, along with the instructor, will learn and use note taking skills, as well as, prepare for standardized testing.

TITLE: INTRAMURAL TEAM SPORTS II

Credit Value: 0.5
 Course Number: NEW COURSE
 Length of Course: 18 wks/42min
 Periods per Week: 5
 Open to Grades: 11, 12
 Description: The pre-requisite to taking this course is Team Sports I. This semester based course is designed for those who wish to participate in team sports on a daily basis. Throughout this course students will be exposed to a variety of traditional and non-traditional team sports. The ideal candidate would be someone who is open minded and has an overall passion for team based activities. Students involved in this course will be assigned to a specific team at the beginning of each unit and will play against the other teams in a season like format. This is an expansion

of Team Sports I.

TITLE: STRENGTH TRAINING II

Credit Value: 0.5
 Course Number: NEW COURSE
 Length of Course: 18 wks/42min
 Periods per Week: 5
 Open to Grades: 11, 12
 Description: The pre-requisite for this course is Strength Training I. Once the student completes the pre-lifting phase, he/she is to select a program of exercise including upper body, lower body and abdominal exercises. The student can find/develop their own program or one can be provided by the instructor. If a student brings their own training program it must be approved by the instructors before being implemented. This class is ideal for the student athlete who is looking to maintain/increase strength during the season. It affords the students an opportunity to strength train during the school day. Students' grades are based on participation and an accurate account of their workouts, nutrition, and weight. This class is an expansion of strength training I.

TITLE: YOGA

Credit Value: 0.5
 Course Number: NEW COURSE
 Length of Course: 18 wks/42min
 Periods per Week: 5
 Open to Grades: 11, 12
 Description: Students will be exposed and experience the many benefits of yoga. Students will be able to work on mind, body, and overall flexibility throughout the course. The class will consist of teacher based instruction, as well as, peer instruction; were students will have the opportunity to design and teach the class a yoga routine.

Interested students should want to explore the many types of yoga practice out in the world and enjoy a peaceful workout. Student's grade in this class is largely based on class participation and accurate understanding of yoga practice.

The following is new course information if Calculus and AP Calculus are taught as individual courses.

TITLE: CALCULUS

Credit Value: 1.0
 Course Number: 408
 Length of Course: 36wks/42min.
 Periods per Week: 5
 Open to Grade: 12
 Prerequisites: Grade of 80% or better in Pre-calculus

Applicants for this class must be approved by the Mathematics and the Guidance Department.

Description: Calculus/AP Calculus (AB) is primarily concerned with developing the students' understanding of the concepts of calculus and providing experiences with its methods and applications in a lecture format. This course emphasizes a multi-representational approach to calculus, with concepts, results and problems being expressed graphically, numerically, algebraically, and verbally. Pre-calculus concepts will be extended into the applications of derivatives and integrals. Topics of study include and decay situations, area of volume of plane and solid figures, calculus techniques for elementary functions and the calculus of motion. Technology is used regularly by students to reinforce the relationships of functions, confirm written work and assist in interpreting results; therefore a graphics calculator is a must!

CALCULUS WILL BE TAUGHT SEPARATELY FROM AP CALCULUS PENDING THE AVAILABILITY OF THE TEACHER.

TITLE: AP CALCULUS

Credit Value: 1.0
 Course Number: 417
 Length of Course: 36wks/42min.
 Periods per Week: 5
 Open to Grade: 12
 Prerequisites: Grade of 87% or better in Pre-calculus

Applicants for this class must be approved by the Mathematics and the Guidance Department.

Description: Calculus/AP Calculus (AB) is primarily concerned with developing the students' understanding of the concepts of calculus and providing experiences with its methods and applications at a self-pace format. Those interested in the AP Calculus will move at an accelerated self pace set by the instructor. Those who accept the AP Calculus format will be given the opportunity to take the Advanced Placement exam towards the end of the school year. This course emphasizes a multi-representational approach to calculus, with concepts, results and problems being expressed graphically, numerically, algebraically, and verbally. Pre-calculus concepts will be extended into the applications of derivatives and

integrals. Topics of study include growth and decay situations, area of volume of plane and solid figures, calculus techniques for elementary functions and the calculus of motion.

Technology is used regularly by students to reinforce the relationships of functions, confirm written work and assist in interpreting results; therefore a graphics calculator is a must!

AP CALCULUS WILL BE TAUGHT SEPARATELY FROM CALCULUS PENDING THE AVAILABILITY OF THE TEACHER.

EXHIBIT D-1

FIELD TRIP REQUESTS

<u>DATES</u>	<u>GRADE/GROUP/TEACHER(S)</u> <u>/CURRICULUM</u>	<u>DESTINATION</u>	<u># STUDENTS</u>	<u>COST</u>	<u>SUB</u>
02/05/2016	Drama Club 10-12 Bethany Greenlee Shakespeare	O-Reilly Theater Pittsburgh PA	11	\$0 Drama Club	2
02/25/2016	PRIDE Club Cindy Querio/Nancy Blyshak Leadership	2016 Youth Leadership Conference IUP Hub Indiana PA	10	\$85	2
02/04/2016	HS Chorus Bill Duff Vocal Music	District 3 Chorus Indiana PA	4	\$200 HS Budget	1
02/19/2016	8 th Grade Science Travis Barta/Rebecca Reese STEM	Carnegie Science Center Pittsburgh PA	93	\$600 MS Budget	0
03.14.2016	5 th Grade Science-Gifted Jason Wagner STEM	ARIN IU28 Indiana PA	8	\$240 GIFTED	1
03.30.2016	Spanish 3&4 Kristen Scotece Spanish Language/Culture	Emir Sensini Jeannette High School Jeannette PA	25	\$575 CLUB	1

Costs include transportation, substitutes, and registration/entry fees

210. USE OF MEDICATIONS	
<p>1. Purpose</p>	<p>The Board shall not be responsible for the diagnosis and treatment of student illness. The administration of prescribed medication to a student during school hours in accordance with the direction of a parent/guardian or family physician will be permitted only when failure to take such medicine would jeopardize the health of the student and/or the student would not be able to attend school if the medicine were not available during school hours.</p>
<p>2. Definition</p>	<p>For purposes of this policy, medication shall include all medicines prescribed by a physician and any over-the-counter medicines.</p> <p>For purposes of this policy, licensed prescribers shall include licensed physicians (M.D. and D.O.), podiatrists, dentists, optometrists, certified registered nurse practitioners and physicians assistants.</p>
<p>3. Authority SC 510 Title 22 Sec. 12.41 42 Pa. C.S.A. Sec. 8337.1</p>	<p>Before any medication may be administered to or by any student during school hours, the Board shall require the written request of the parent/guardian, giving permission for such administration and relieving the Board and its employees of liability for administration of medication or the written order of the prescribing physician, which shall include the purpose of the medication, dosage, time at which or special circumstances under which the medication shall be administered, length of period for which medication is prescribed, and possible side effects of medication.</p> <p>In the event of an emergency, a district employee may administer medication when s/he believes, in good faith, that a student needs emergency care. Medications such as antibiotics prescribed to be given three (3) times a day will not be given at school. Any exception to this rule will require a physician's written statement for the exception to be considered.</p>
<p>4. Delegation of Responsibility</p>	<p>The Superintendent or designee, in conjunction with the nurses, shall develop administrative regulations for the administration and self-administration of students' medications.</p> <p>All medications shall be administered by the school nurse or designee, or self-administered by the student upon written request. Assistance in taking medication may be provided by a principal or person designated in writing by a principal. A designated person may be the head teacher, other professional employee or secretary.</p> <p>All District employees involved in administering or supervising of self-administration of medication shall receive appropriate training from the school nurse before performing this responsibility.</p> <p>Building administrators and the nurses shall review regularly the procedures for administration and self-administration of medications and shall evaluate recordkeeping, safety practices, and effectiveness of this policy.</p>
<p>24 P.S. Sec. 14-1414.2</p>	<p>The District may, at the Superintendent's discretion, maintain a supply of epinephrine auto-injectors at a school in a safe, secure location. The school nurse at any such school will be responsible for the storage and use of the epinephrine auto-injectors and, before doing so, must successfully complete an applicable training program provided by the Pennsylvania Department of Health. A properly trained school nurse may 1) administer epinephrine auto-injectors to students according to student prescriptions on file at the school 2) provide epinephrine auto-injectors to students who are authorized to self-administer and 3) administer an epinephrine auto-injector to any student who the school nurse in good faith believes to be having an anaphylactic reaction. The district shall obtain a prescription in the name of the district, from a physician or a certified registered nurse practitioner, for any epinephrine auto-injectors obtained pursuant to this policy. The physician or certified nurse practitioner providing the prescription shall also provide a standing protocol for administration of an epinephrine auto-injector to any student who does not have his or her own prescription for an epinephrine auto-injector.</p> <p>Parents and/or legal guardians of students within the district shall be able to exempt their children from the administration of an epinephrine auto-injector by district employees. School principals shall provide an opt-out form to all parents or legal guardians, notifying them of their ability to exempt their children in this manner.</p>
<p>5. Guidelines</p>	<p>The District shall inform all parents/guardians, students and staff about the policy and procedures governing the administration of medications.</p> <p>All standing medication orders and parental consents shall be renewed at the beginning of each school year.</p> <p><u>Delivery And Storage Of Medications</u></p> <p>All medication shall be brought to the nurse's office, or the main office if the nurse is in another building, by</p>

the parent/guardian or by another adult designated by the parent/guardian. All medication shall be stored in the original pharmacy-labeled container and kept in a locked cabinet designated for storage of medication. Medications that require refrigeration shall be stored and locked in a refrigerator designated only for medications. The district shall not store more than a thirty-day supply of an individual student's medication.

Medication should be recorded and logged in with the date, name of student, name of medication, amount of medication, and signatures of the parent/guardian or designated adult delivering the medication and the school health personnel receiving the medication.

Nonprescription medication must be delivered in its original packaging and labeled with the student's name.

Prescription medication shall be delivered in its original packaging and labeled with:

1. Name, address, telephone and federal DEA (Drug Enforcement Agency) number of the pharmacy.
2. Student's name.
3. Directions for use (dosage, frequency and time of administration, route, special instructions).
4. Name and registration number of the licensed prescriber.
5. Prescription serial number.
6. Date originally filled.
7. Name of medication and amount dispensed.

All medication shall be accompanied by a completed Medication Administration Consent signed by the student's parent. Medication should also be accompanied by a Licensed Prescriber's Medication Order Form, or other written communication from the licensed prescriber, including the following information:

- a. Name of the drug.
- b. Prescribed dosage.
- c. Times medication is to be taken.
- d. Length of time medication is prescribed.
- e. Diagnosis or reason medication is needed, unless confidential.
- f. Potential serious reaction or side effects of medication.
- g. Emergency response.
- h. If child is qualified and able to self-administer the medication.

When any medication prescribed for a student is initially brought to school, it shall be the responsibility of the certified school nurse to complete the following:

1. Review pertinent information with the student and/or parent/guardian, specifically:
 - a. Reason for taking this medication.
 - b. How often and length of time.
 - c. What will happen if medication is not taken or is taken incorrectly.
 - d. Physician comments about the medication.
2. Determine the student's ability to self-administer medication and the need for care and supervision.
3. Observe and evaluate the student's ability to self-administer during the initial administration.
4. Maintain an individual medication log for all students taking medication during school hours. The log shall be kept in a central place and shall include:
 - a. Name of student.
 - b. Prescribing physician.
 - c. Name of medication.
 - d. Medication dosage.
 - e. Time of administration.
 - f. A notation of each instance of assistance or administration and signed by the person so assisting or administering.
 - g. Route of administration.
 - h. Signature of student and the monitor of self-administration.
 - i. Initiation and expiration date of drug.

Student Self-Administration

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

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

Privileges for self-administration of medication will be revoked if school policies regarding self-administration are violated.

Administration Of Medication During Field Trips And Other School-Sponsored Activities

The Board directs planning for field trips and other school-sponsored activities to start early in the school year and to include collaboration between administrators, teachers, nurses, appropriate parents/guardians and other designated health officials.

Considerations when planning for administration of medication during field trips and other school-sponsored programs and activities shall be based on the student's individual needs and may include the following:

1. Assigning school health staff to be available.
2. Utilizing a licensed person from the school district's substitute list.
3. Contracting with a credible agency which provides temporary nursing services.
4. Utilizing licensed volunteers via formal agreement that delineates responsibilities of both the school and the individual.
5. Addressing with parent/guardian the possibility of obtaining from the licensed prescriber a temporary order to change the time of the dose.
6. Asking parent/guardian to take responsibility for administration of medication by accompanying the child on the field trip. The parent/guardian will have to obtain proper clearances.
7. Arranging for medications to be provided in an original labeled container with only the amount of medication needed.

Security procedures shall be established for the handling of medication during field trips and other school-sponsored activities.

References:

School Code – 24 P.S. Sec. 510, 1402

State Board of Education Regulations – 22 PA Code Sec. 12.41

Board Policy – 000

<p>1. Authority</p> <p>SC 1414.1</p> <p>2. Definitions</p> <p>SC 1401</p> <p>3. Guidelines</p> <p>SC 1414.1 Title 22 Sec. 12.41</p> <p>SC 1414.1</p> <p>SC 1414.1</p>	<p>210.1. POSSESSION/USE OF ASTHMA INHALERS AND EPINEPHRINE AUTO-INJECTORS The Board shall permit students to possess asthma inhalers and epinephrine auto-injectors and to self-administer the prescribed medication when such is parent-authorized and in accordance with state law and Board policy.</p> <p>Possession and use of asthma inhalers and epinephrine auto-injectors by students shall be in accordance with state law and Board policy.</p> <p>Asthma inhaler shall mean a prescribed device used for self-administration of short-acting, metered doses of prescribed medication to treat an acute asthma attack.</p> <p>Epinephrine auto-injector shall mean a prescribed disposable drug delivery system designed for the self-administration of epinephrine to provide rapid first aid for persons suffering the effects of anaphylaxis.</p> <p>Self-administration shall mean a student's use of medication in accordance with a prescription or written instructions from a physician, certified registered nurse practitioner or physician assistant.</p> <p>Before a student may possess or use an asthma inhaler or epinephrine auto-injector during school hours, the Board shall require the following:</p> <ol style="list-style-type: none"> 2. A written request from the parent/guardian that the school complies with the order of the physician, certified registered nurse practitioner or physician assistant. 3. A written statement from the parent/guardian acknowledging that the school is not responsible for ensuring the medication is taken and relieving the District and its employees of responsibility for the benefits or consequences of the prescribed medication. 4. A written statement from the physician, certified registered nurse practitioner or physician assistant that states: <ol style="list-style-type: none"> a. Name of the drug. b. Prescribed dosage. c. Times medication is to be taken. d. Length of time medication is prescribed. e. Diagnosis or reason medication is needed, unless confidential. f. Potential serious reaction or side effects of medication. g. Emergency response. h. If child is qualified and able to self-administer the medication. <p>The student shall notify the school nurse immediately following each use of an asthma inhaler or epinephrine auto-injector.</p> <p>The District reserves the right to require a statement from the physician, certified registered nurse practitioner or physician assistant for the continued use of a medication beyond the specified time period. Permission for possession and use of an asthma inhaler or epinephrine auto-injector by a student shall be effective for the school year for which it is granted and shall be renewed each subsequent school year. A student whose parent/guardian completes the written requirements for the student to possess an asthma inhaler or epinephrine auto-injector and self-administer the prescribed medication in the school setting shall demonstrate to the school nurse the capability for self-administration and responsible behavior in use of the medication. Determination of competency for self-administration shall be based on the student's age, cognitive function, maturity and demonstration of responsible behavior.</p> <p>To self-administer medication, the student must be able to:</p> <ol style="list-style-type: none"> 1. Respond to and visually recognize his/her name. 2. Identify his/her medication. 3. Demonstrate the proper technique for self-administering medication. 4. Sign his/her medication sheet to acknowledge having taken the medication. The District assumes no responsibility for ensuring that the medication is taken. 5. Demonstrate a cooperative attitude in all aspects of self-administration. 6. Demonstrate knowledge of prescribed time intervals for inhaler use, if applicable. 7. Demonstrate knowledge of proper circumstances and situations in which an epinephrine auto-injector should be administered, if applicable. <p>Any student who does not meet the self-administration requirements following assessment by the School Nurse will not be permitted to carry and self-administer an asthma inhaler or epinephrine auto-injector at school.</p> <p>Students shall be prohibited from sharing, giving, selling, and using an asthma inhaler or epinephrine auto-injector in any manner other than which it is prescribed during school hours, at any time while on school</p>
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4. Delegation of Responsibility	<p>property, at any school-sponsored activity, and during the time spent traveling to and from school and school-sponsored activities. Violations of this policy shall result in loss of privilege to self-carry the asthma inhaler or epinephrine auto-injector and disciplinary action in accordance with Board policy.</p> <p>If the district denies a student's request to self-carry an asthma inhaler or epinephrine auto-injector or the student has lost the privilege of self-carrying an asthma inhaler or epinephrine auto-injector, the student's prescribed medication shall be appropriately stored at a location in close proximity to the student. The student's classroom teachers shall be informed where the medication is stored and the means to access the medication.</p> <p>References:</p> <p>School Code – 24 P.S. Sec. 1401, 1414.1</p> <p>State Board of Education Regulations – 22 PA Code Sec. 12.41</p> <p>Board Policy – 000</p>
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