

FAIRFIELD AREA SCHOOL DISTRICT MISSION STATEMENT

Students First!

FAIRFIELD AREA SCHOOL DISTRICT MISSION STATEMENT

“Personifying and Promoting the Virtues of a Fairfield Knight.”

THE SEVEN VIRTUES OF A FAIRFIELD KNIGHT

- COURAGE: Graciously committing to the challenges and sacrifices of difficult tasks.
- RESOLVE: Determination; Firmness of purpose or intent.
- MERCY: Creating a sense of peace and community through attitudes, words, and actions.
- GENEROSITY: Willingly sharing time, attention, wisdom, and energy to create a strong and diverse community.
- INTEGRITY: Upholding convictions at all times.
- SCHOLARSHIP: Pursuing meaningful knowledge and experiences for the benefit of self and society.
- ENTERPRISE: The bold spirit of accomplishment.
- SCHOOL COLORS: Forest Green & White Mascot: Knight

WELCOME FROM THE PRINCIPAL

This handbook is intended to provide guidance for parents and students; however, School Board policy supersedes the content of the handbook. I strongly encourage you and your parents to become familiar with the information in this agenda so that you may better understand current district policies, procedures, and guidelines.

Your time at the Fairfield Area High School will pass very quickly. As you look ahead to the new school year, remember to set positive goals and daily strive to achieve them, work to your full potential, and tackle issues with an appropriate attitude in order to ensure academic excellence. Habits, such as good attendance, respect, responsibility, attention to detail, and achieving goals play a major role in your success as a Fairfield Knight. The habits you develop in high school that make you successful in your classes will be the same habits that will make you successful in life.

On behalf of the faculty, staff, and administration, we look forward to facilitating your high school education as you work towards your goals, and we offer our support in helping as you strive to achieve those goals.

Keep Moving Forward...

~Brian W. McDowell, FASD HS Principal

FAIRFIELD AREA SCHOOL DISTRICT COMPLAINT POLICY

Neither the School Board as a whole or any individual member will entertain or consider communications or complaints from administrators, teachers, parents, or patrons until they have first been referred to the Superintendent. Only in those cases where satisfactory adjustments cannot be made by the superintendent shall communications and complaints be referred to the School Board.

The appropriate chain of command is the classroom teacher, building administrator, superintendent and finally, the school board. Depending on the nature of the complaint, the chain may begin with either the building administrator or superintendent.

If all levels have been exhausted and the complaint has not been resolved, parents should contact the Pennsylvania Department of Education. The appropriate personnel at The Pennsylvania Department of Education will then negotiate a resolution that is in compliance with Federal and state guidelines for ESL and other programs

DISSEMINATION OF STUDENT INFORMATION

The Fairfield Area School District does not discriminate or deny services on the basis of race, color, creed, religion, sex, gender, sexual orientation, gender identity, ancestry, national origin, economic status, marital status, pregnancy, handicap or disability in its education programs or activities nor in its employment practices as defined by – · Title VI – Civil Rights Act 1964

- Title IX – Education Amendments 1972
- Sec. 504 – Rehabilitation Act of 1973
- Dept. of Education – Office for Civil Rights Guidelines
- Fairfield Area School District, Fairfield, PA 17320 717-642-8228

To that end, the school district promotes respect for all people and will not tolerate bullying, harassment, or discrimination that impact a student's school experience.

*As of August 2015, Fairfield Area School District began modifications of board policies with the help of PSBA. New/revised policies will be listed at www.boarddocs.com/pa/fair/Board.nsf/vpublic?open

**This handbook is a guide for students, teachers, and parents.
However, FASD school board policy supersedes the content of this handbook.
Policies and procedures are subject to change upon Administrative approval.**

7:30 a.m. Doors Open and Students report to the cafeteria.

7:45 a.m. Students report to lockers

7:55 – 9:25 **BLOCK 1:** * Students must be in first block class and seated by 7:55 am.

9:29 – 11:00 **BLOCK 2**
 9:29 – 10:13 **BLOCK 2A**
 10:16 – 11:00 **BLOCK 2B**

10:55 – 11:25 MS Lunch Grades 7 & 8
 11:30 – 12:00 MS Lunch Grades 5 & 6

11:04 – 1:10 **BLOCK 3**

12:05 – 12:35 **High School Lunch A**
 12:40 – 1:10 **High School Lunch B**

1:14 – 2:44 **BLOCK 4**

HIGH SCHOOL BELL SCHEDULE – Days 3 and 6

7:30 a.m. Doors Open and Students report to the cafeteria.

7:45 a.m. Students report to lockers

*7:55 – 9:18 **BLOCK 1:** * Students must be in first block class and seated by 7:55 am.

9:22 – 10:45 **BLOCK 2**
 9:22 – 10:02 **BLOCK 2A**
 10:05 – 10:45 **BLOCK 2B**

10:49 -11:29 **Instructional Lab (IL)**

10:55 – 11:25 MS Lunches Grades 7 & 8
 11:30 – 12:00 MS Lunches Grades 5 & 6

11:33 – 1:20 **BLOCK 3**

12:15 – 12:45 **High School Lunch A**
 12:50 – 1:20 **High School Lunch B**

1:24 – 2:44 **BLOCK 4**

BELL SCHEDULE FOR 2-HOUR DELAY

*

Block #	Time
1	9:55 – 10:40
*2 & 2A or 2B	10:44 – 11:29
3	11:33 – 1:20
A Lunch	12:15 – 12:45
B Lunch	12:50 – 1:20
4	1:24 – 2:44

Note: 2A and 2B will rotate each 2 hour delay

Students that are present in the Fairfield Area High or Middle School buildings after 2:45 p.m. (1) must be attending a school sponsored activity, or (2) they must be under direct supervision by a teacher, coach, other school personnel, at a extracurricular activity practice, at a scheduled meeting or (3) must have received prior administrative approval to be present in

the building. Students are not permitted to be in the building unsupervised, without purpose, or without prior approval...these situations will be considered as trespassing.

ACADEMICS

CLASS RANK – Policy 214

Purpose

The Board acknowledges the necessity for a system of computing grade point averages and class rank for secondary school students to inform students, parents/guardians and others of their relative academic placement among their peers.

Authority

The Board authorizes a system of class rank, by grade point average, for students in grades 9-12. All students shall be ranked together.

Class rank shall be computed by the final grade in all subjects for which credit is awarded.

Any two (2) or more students whose computed grade point averages are identical shall be given the same rank. The rank of the student who immediately follows a tied position will be determined by the number of students preceding and not by the rank of the proceeding person.

A student's grade point average and rank in class shall be entered on the student's record and transcripts and shall be subject to Board policy on release of student records.[1]

Delegation of Responsibility

The Superintendent or designee shall develop administrative regulations for computing grade point averages and assigning class rank to implement this policy.

Class Rank Guidelines

A system of computing grade point averages and class rank for secondary school students is necessary to inform students, parents/guardians and others of their relative academic placement among their peers. The following guidelines communicate the District's procedures for computing grade point averages and assigning class rank.

Procedures

Uniformity

Fairfield Area School District will use the following grading scale to indicate student performance at all grade levels. The grading scale will be used as presented in grades 3-12. Student grading in grades K-2 is based on student achievement in communicated skills when possible.

Grading of the Report Card System

Letter Grading Scale

Excellent	A	90% -100%
Above Average	B	80% - 89%
Satisfactory	C	70% - 79%
Needs Improvement	N	60% - 69%
Unsatisfactory	U	
Pass	P	
Incomplete	I	
Not graded at this time	X	

Grading Percentages, Equivalent Letter Grades, and Corresponding Quality Points

Percentage Score	Grade on Report Card	GPA Numerical Value (Quality pts)
98-100	A+	4.33

94-97	A	4.00
90-93	A-	3.667
87-89	B+	3.333
83-86	B	3.00
80-82	B-	2.667
77-79	C+	2.333
73-76	C	2.00
70-72	C-	1.667
67-69	D+	1.333
60-66	D	1.00
0-59	F	0.00

Marking period and final grades are communicated as letter grades. The corresponding quality point for each letter grade is used to compute a students' final grade in each subject.

Final Grades

The table below is used to determine a students' final grade based on averaged quality points.

Grade on Report Card	Quality Point Range
A+	4.17 and above
A	3.84 – 4.16
A-	3.51 – 3.83
B+	3.17 – 3.50
B	2.84 – 3.16
B-	2.51 – 2.83
C+	2.17 – 2.50
C	1.84 – 2.16
C-	1.51 – 1.83
D+	1.17 – 1.50
D	1.00-1.16
F	0.00 – 0.50

High School Class Rank

- Class Rank in the High School is determined by the students total weighted, averaged quality points.
- Courses taken outside of the Fairfield Area High School will be counted in a student's grade point average and class rank.
- Courses taken outside of the Fairfield Area High School will not be weighted.

CURRICULA OFFERED

ACADEMIC PROGRAM – Primarily designed for students who intend to continue a formal education program beyond high school graduation. It is the RESPONSIBILITY of every student planning to enroll in college/preparatory school to complete a program of studies that will qualify them for admission. Program planning should be made in consultation with parents, teachers, and counselor.

ART PROGRAM – Designed to give experiences that will allow the individual to intelligently consider art for a professional career. It offers a broad general art education which can provide a basis for entrance into a college or art school. It will provide experiences necessary for employment in a select art or art related field.

BUSINESS EDUCATION PROGRAM – For those interested in and wanting good business training. This offering provides the opportunity to develop the skills necessary for vocational competency for employment after high school in occupations as typist, clerk-typist, file clerk, clerical worker, bookkeeper, secretary, stenographer, computer operator, word processor, and other select areas.

FAMILY & CONSUMER SCIENCES PROGRAM – Designed to develop a high degree of self-satisfaction through learning of subject matter, as well as use of creative skills. Courses are designed for students with a strong orientation toward the home economics curriculum, as well as students desiring further study in the homemaking field.

BASIC EDUCATION PROGRAM – Evolves from a recognition that each student has individual needs, abilities, and goals which determine what he requires from an educational program. The same needs for satisfactory personal, social, emotional, and vocational adjustment exists in all children. This program is designed to meet these needs.

AGRICULTURE CURRICULUM – This program is designed to meet the interests of students in agricultural production and agribusiness. The aim of this program is to develop a high degree of skill and provide occupational training necessary to equip each student with the entry level qualifications for his career choice.

GENERAL EDUCATION CURRICULUM – This includes a diversified group of electives, designed to broaden the interest base of each student, without the need for specialization. Interest areas are industrial arts with woodworking as a major emphasis; fine arts with strong programs in the vocal and instrumental music education; dramatic arts with emphasis on performance before an audience; practical arts with emphasis in plant and greenhouse management and building trades.

Field trips, with emphasis upon the career component, are explored to enhance the courses. This method offers the student the opportunity to take an in-depth look at his special developing interests in the world of work.

DRIVERS EDUCATION

The classroom (safety education) phase of driver education is optional for all tenth graders. Effective September 27, 2016 the two Driving Schools listed below are authorized to administer the End-of-Course Skills test for receiving a Pennsylvania driver's license. Please contact the driving schools directly. Fairfield Area School District does not offer the On-The-Road Driving.

Perry Smith
Perry Smith Driving School LLC
Phone: 717-253-2705
Website: <http://www.perrysmithdrivingschool.com/>

Max Laing
Max Laing Driving School LLC
Phone: (717) 253-3678 e-mail
max@maxlaingdrivingschool.com
Website: <http://www.maxlaingdrivingschool.com>

ELIGIBILITY - (Interscholastic Activities)

In supplement to the eligibility and participation requirements established by the PIAA, Inc., it shall be the policy (#122, 123, 123.1, 123.2) of the Fairfield Area District that students must meet the following criteria to participate in any interscholastic activity:

- Students must maintain a cumulative GPA of 1.0 during the first three weeks of a quarter and GPA of 1.51 during the remainder of the quarter.
- Students, who do not achieve a cumulative GPA of 1.51 at the end of the quarter, will be ineligible for the first 15 school days of the following quarter beginning on the day report cards are issued. Students who do not achieve a cumulative GPA of 1.51 at the end of the school year will be ineligible for the first 15 days of the following year.
- Any student who becomes ineligible for a total of three weeks during a season, will be dismissed from the team.
- Eligibility shall be cumulative from the beginning of a grading period, shall be reported on a weekly basis, and shall be filed in the principal's office.
- Students who miss in excess of twenty (20) days in a school year without a medical excuse will be ineligible to participate immediately upon accruing the twentieth day of absence.
- All students must be present within 2 1/2 hours from the start of the regular school day to participate in or attend any extra-curricular activities unless excused for a medical or dental appointment substantiated by a doctor's verification and a note from the parents.
- Any student who receives any detention or any type of suspension will not be permitted to participate in or attend any interscholastic activities on the day the detention or suspension is served. Any student who receives a second

suspension will not be permitted to participate in or attend any interscholastic activities for the remainder for that season or the marking period, whichever is greater.

- The complete FASD policies regarding interscholastic activities may be found at www.fairfieldpaschools.org.

GRADING SYSTEM

Grades will be recorded and reported as a percentage grade on the report card. The letter conversion is as follows:

Grading Percentages, Equivalent Letter Grades, and corresponding Quality Points

Percentage Score	Grade on Report Card	GPA Numerical Value(Quality pts)
98-100	A+	4.333
94-97	A	4.00
90-93	A-	3.667
87-89	B+	3.333
83-86	B	3.00
80-82	B-	2.667
77-79	C+	2.333
73-76	C	2.00
70-72	C-	1.667
67-69	D+	1.333
60-66	D	1.00
0-59	F	0.00

Final Grades - The table below is used to determine a students' final grade based on averaged quality points.

Grade on Report Card	Quality point range
A+	4.17 and above
A	3.84 – 4.16
A-	3.51 – 3.83
B+	3.17 – 3.50
B	2.84 – 3.16
B-	2.51 – 2.83
C+	2.17 – 2.50
C	1.84 – 2.16
C-	1.51 – 1.83
D+	1.17 – 1.50
D	1.00 – 1.16
F	0.00 – 0.99

Students who refuse to complete course requirements will fail the course regardless of the marking period grades received to that point.

“I” will be changed to a failure, unless work required is “made up” within two weeks of issued quarterly reports.

Report cards will be issued to students at the end of each nine-week period.

In addition to the issuance of report cards, the School District has provided access to student grades via an on-line grade book through a parent portal. Assistance to the parent portal is available by contacting the school. A student progress report will be issued to students who are in danger of failing a subject. For students whose work is unsatisfactory, we recommend a parent teacher conference. Staff members are available for conference by appointment through the counselor.

Students in grades 9-11 must be enrolled for a minimum of 8 credits per year.

GRADUATION CREDIT REQUIREMENTS

Classes 2023, 2024, 2025, 2026

In order to graduate, students must complete 27 credits & score proficient or higher on the Algebra, Biology, and Literature Keystone Exams.

Graduation Credit Checklist:

English: 4 credits

Math: 4 credits

Science: 4 credits

Social Studies: 4 credits

Family & Consumer Sciences:
.5 credits

Health: (9th & 11th grades) 1 credit (2 x.5),

Physical Education: 2 credits (4 x.5)

Personal Finance: (12th grade) .5 credits,

Electives: 7.0 credits

Math Credit Courses:

Algebra I, Geometry, Algebra 2, Trig/Pre-Calc, Calculus, AP Statistics Accounting I, Accounting II, Business Math

Science Credit Courses:

Agriculture Science I, Agriculture Science II, Animal Science, Aquaponics, Atmospheric & Oceanographic Sciences, Biology, Biology II, Chemistry, Chemistry II, Chemistry III, Geologic & Planetary Sciences, Human Anatomy & Physiology, Physics

Biology Skills, Math Skills, and Reading/Writing Skills classes may be added to students' schedules based on results of District testing. These classes do NOT count toward Math or English credits.

Elective Course Sequences

- Art: Intro. To Art must be passed with a C- or higher before the student may take any of the following art courses: Art in 3D, Art in 2D.
- Materials Processing: Each course in the Materials Processing sequence must be completed with a C- or higher before the student may take the next course in the sequence. For example, Materials Processing I must be passed with a C- or higher before students take Materials Processing II.
- Computer Applications: Computer Applications must be passed with a C+ or higher before the students may take Advanced Computer Applications.
- Modern Languages: In order for a student to move on to the next level of either Spanish or French, the previous level must be passed with a C+ or higher. For example, Spanish I must be passed with a C+ or higher before a student may take Spanish II.
- Seniors will not receive tickets or walk for graduation until he/she has made satisfactory settlement for all obligations (lost books, damaged school property, unpaid fees, school equipment not returned, parental excuses not submitted for student absences, detention assignments not completed, etc.)

HOMEWORK

Homework is a practice activity designed to reinforce and review concepts and skills taught in the classroom. This practice activity allows the student to develop accuracy while transferring information from short-term to long-term memory. Homework may not count more than 15% of a student's total marking period grade.

All attempts will be made to honor calls from parents requesting homework assignments providing the request is received by 8:30 a.m. After 8:30 a.m., the office will collect as many assignments as the time permits for each request. It is recommended parents call a day ahead for the assignments. Homework will be available by 3:00 p.m. in the office.

When legally absent, a student will be provided two school days per day of absence to complete the homework assignments missed. All days provided for homework makeup shall begin on the first day the student returns to school.

HONOR ROLL

Distinguished Honor Roll: Students with an A average, 3.84 quality point weighted average and above, no grade lower than a 1.5 (C-) Board Policy 5320.

Honor Roll: Students with a B average, 2.84 quality point weighted average and above, no grade lower than a 1.5 (C-) Board Policy 5320.

*To be eligible for Honor Roll, Fairfield Area High School students must be enrolled in a minimum of one (1) class each semester in the school district.

NATIONAL HONOR SOCIETY

The Fairfield Chapter of the National Honor Society was established in the spring of the 1984-85 school year and is the front runner of organizations that promote appropriate recognition for students who reflect outstanding accomplishments in the areas of scholarship, character, leadership, and service. Students who have a cumulative grade point average of 3.62 or higher, after the second marking period of their sophomore, junior or senior years, are invited to apply for membership.

Candidates are required to complete an application, including an essay which is then reviewed by a faculty committee. A survey is also conducted among the high school staff which addresses the candidate's worthiness for membership. A student is never inducted solely on the basis of scholarship. Candidates must exhibit academic achievement, leadership (overtly or silently), honorable and admirable character, as well as service that demonstrates the person is willing to use their talents and skills for the improvement of the school and community.

Once inducted, members of the Fairfield High School Chapter are expected to complete a yearly individual service project as well as participate in all group activities and service projects. Members who fail to maintain standards face dismissal and cannot reapply for membership.

National Honor Society Selection Process: Co-curricular Activities, Community Activities, Leadership Positions, Personal Essay, Work Experience, Recognition & Awards

PHYSICAL EDUCATION

Physical education gives students the knowledge and skills to make the most of their physical and mental abilities. It gives them building blocks for good health: physical fitness and skills, coordination, and good sportsmanship. Students learn to assess their own physical fitness and maintain healthy levels of physical activity. They learn new skills and improve performance, while gaining the self-discipline to take part in individual and group activities. Students who participate in physical education activities on a regular basis learn the benefits of that participation and value its contribution to a healthy lifestyle.

1. All pupils are required to dress as prescribed by the physical education department. Failure to do so will forfeit participation privilege.
2. Only physician and/or the school nurse excuse will be honored for exclusion from class participation.
3. Only approved athletic shoes will be worn on gymnasium floor and track for any activity.
4. Student-athletes must participate in physical education in order to practice or participate in the game.
5. Students are not permitted to chew gum during class.
6. PE Make-up Time: IL Blocks – IL classes are to be used to make up any missed days. The activity for IL will be based on the units being taught at the time. Students must change into PE clothes to participate. The student must secure a pass from the teacher if it is not their day to return to PE in order to make up the class and the pass must be signed by the IL block teacher.

Two Options for IL make up time:

- **Option 1:** 2 IL make-ups = 1 class block. ½ class block credit for doing lower level activities.
- **Option 2:** 1 IL make-up = 1 class block. Students will work at a higher intensity level. (Warm up, structured activity, cool down) Under this option the student will be continuously active for the entire 40 minutes.

WEIGHTED GRADES AND SPECIFIC COURSES

All courses in the high school are given the weight of 1.0. However, the following courses are given the weight of 1.10:

Biology II	Calculus	Chemistry III	Honors English 11
Human Anatomy & Physiology	Physics	Psychology	Sociology
Trig/Pre-Calculus	WHK SIP at NCI		

The courses listed below are given a weight of 1.20.

AP English Literature	*AP Gov't & Politics	AP Statistics	AP Studio Art 2D
AP Studio Art 3D	Chemistry II: CiHS		

These courses are weighted according to their degree of difficulty, rigor, and challenge. Students are encouraged to enroll in these classes and the added weight serves as a reward in their grade point average. This weighting affects grade point average.

ATTENDANCE

Purpose

The Board recognizes that attendance is an important factor in educational success, and supports a comprehensive approach to identify and address attendance issues.[\[1\]](#)

Authority

Attendance shall be required of all students during the days and hours that school is in session, except that authorized district staff may excuse a student for temporary absences upon receipt of satisfactory evidence of mental, physical, or other urgent reasons that may reasonably cause the student's absence.[\[2\]](#)[\[3\]](#)[\[4\]](#)[\[5\]](#)[\[6\]](#)[\[7\]](#)

The Board shall establish and enforce attendance requirements, in accordance with applicable laws and regulations, Board policy and administrative regulations.

Definitions

Compulsory school age shall mean the period of a child's life from the time the child's parents/guardians elect to have the child enter school, and which shall be no later than six (6) years of age until the child reaches eighteen (18) years of age. The term does not include a child who holds a certificate of graduation from a regularly accredited, licensed, registered or approved high school.[\[8\]](#)[\[9\]](#)

Habitually truant shall mean six (6) or more school days of unexcused absences during the current school year by a child subject to compulsory school attendance.[\[9\]](#)

Truant shall mean having incurred three (3) or more school days of unexcused absences during the current school year by a child subject to compulsory school attendance.[\[9\]](#)

Person in parental relation shall mean a:[\[9\]](#)

1. Custodial biological or adoptive parent.
2. Noncustodial biological or adoptive parent.
3. Guardian of the person of a child.
4. Person with whom a child lives and who is acting in a parental role of a child.

This definition shall not include any county agency or person acting as an agent of the county agency in the jurisdiction of a dependent child as defined by law.[\[10\]](#)

School-based or community-based attendance improvement program shall mean a program designed to improve school attendance by seeking to identify and address the underlying reasons for a child's absences. The term may include an educational assignment in an alternative education program, provided the program does not include a program for disruptive youth established pursuant to Article XIX-C of the Pennsylvania Public School Code.[\[9\]](#)

Delegation of Responsibility

The Superintendent or designee shall annually notify students, parents/guardians, staff, local children and youth agency and local Magisterial District Judges about the district's attendance policy by publishing such policy in student handbooks, newsletters, district website and other efficient communication methods. [\[1\]\[11\]](#)

The Superintendent or designee, in coordination with the building principal, shall be responsible for the implementation and enforcement of this policy.

The Superintendent or designee shall develop administrative regulations for the attendance of students which:

1. Govern the maintenance of attendance records in accordance with law. [\[12\]\[13\]](#)
2. Detail the process for submission of requests and excuses for student absences.
3. Detail the process for written notices, School Attendance Improvement Conferences, School Attendance Improvement Plans, and referrals to a school-based or community-based attendance improvement program, the local children and youth agency, or the appropriate judge.
4. Ensure that students legally absent have an opportunity to make up work.

Guidelines

Compulsory School Attendance Requirements

All students of compulsory school age who reside in the district shall be subject to the compulsory school attendance requirements. [\[5\]](#)

A student shall be considered in attendance if present at any place where school is in session by authority of the Board; the student is receiving approved tutorial instruction, or health or therapeutic services; the student is engaged in an approved and properly supervised independent study, work-study or career education program; or the student is receiving approved homebound instruction. [\[2\]\[5\]\[14\]\[15\]\[16\]\[17\]\[18\]\[19\]](#)

The following students shall be excused from the requirements of attendance at district schools, upon request and with the required approval:

1. On certification by a physician or submission of other satisfactory evidence and on approval of the Department of Education, children who are unable to attend school or apply themselves to study for mental, physical or other reasons that preclude regular attendance. [\[6\]\[7\]\[20\]](#)
2. Students enrolled in nonpublic or private schools in which the subjects and activities prescribed by law are taught. [\[5\]\[21\]](#)
3. Students attending college who are also enrolled part-time in district schools. [\[22\]](#)
4. Students attending a home education program or private tutoring in accordance with law. [\[5\]\[17\]\[23\]\[24\]\[25\]\[26\]](#)
5. Students fifteen (15) or sixteen (16) years of age whose enrollment in private trade or business schools has been approved. [\[5\]](#)
6. Students fifteen (15) years of age, and fourteen (14) years of age who have completed the highest elementary grade, engaged in farm work or private domestic service under duly issued permits. [\[7\]](#)
7. Students sixteen (16) years of age regularly employed during the school session and holding a lawfully issued employment certificate. [\[7\]\[15\]](#) Excused/Lawful Absence

For purposes of this policy, the following conditions or situations constitute reasonable cause for absence from school:

1. Illness, including if a student is dismissed by designated district staff during school hours for health-related reasons. [\[3\]\[6\]](#)
2. Obtaining professional health care or therapy service rendered by a licensed practitioner of the healing arts in any state, commonwealth or territory. [\[6\]](#)
3. Quarantine.
4. Family emergency.
5. Recovery from accident.
6. Required court attendance.
7. Death in family.
8. Participation in a project sponsored by a statewide or countywide 4-H, FFA or combined 4-H and FFA group, upon prior written request. [\[1\]\[6\]](#)
9. Observance of a religious holiday observed by bona fide religious group, upon prior written parental request. [\[27\]](#)
10. Non-school sponsored educational tours or trips, if the following conditions are met: [\[6\]\[28\]](#)
 - a. The parent/guardian submits a written request for excusal prior to the absence.
 - b. The student's participation has been approved by the Superintendent or designee.
 - c. The adult directing and supervising the tour or trip is acceptable to the parents/guardians and the Superintendent.

11. College or postsecondary institution visit, with prior approval.
12. Other urgent reasons. Urgent reasons shall be strictly construed and do not permit irregular attendance. [\[3\]\[6\]](#)

The district may limit the number and duration of tours or trips for which excused absences may be granted to a student during the school year.

Temporary Excusals -

The following students may be temporarily excused from the requirements of attendance at district schools:

1. Students receiving tutorial instruction in a field not offered in the district's curricula from a properly qualified tutor approved by the Superintendent, when the excusal does not interfere with the student's regular program of studies. [\[5\]\[14\]\[17\]](#)
2. Students participating in a religious instruction program, if the following conditions are met: [\[27\]\[29\]](#)
 - a. The parent/guardian submits a written request for excusal. The request shall identify and describe the instruction, and the dates and hours of instruction.
 - b. The student shall not miss more than thirty-six (36) hours per school year in order to attend classes for religious instruction.
 - c. Following each absence, the parent/guardian shall submit a statement attesting that the student attended the instruction, and the dates and hours of attendance.
3. School age children unable to attend school upon recommendation of the school physician and a psychiatrist or school psychologist, or both, and with approval of the Secretary of Education. [\[20\]](#)

Parental Notice of Absence -

Absences shall be treated as unlawful until the district receives a written excuse explaining the absence, to be submitted within three (3) days of the absence.

A maximum of ten (10) days of cumulative lawful absences verified by parental notification shall be permitted during a school year. All absences beyond ten (10) cumulative days shall require an excuse from a licensed practitioner of the healing arts.

Unexcused/Unlawful Absence

For purposes of this policy, absences which do not meet the criteria indicated above shall be considered an unexcused/unlawful absence.

An out-of-school suspension may not be considered an unexcused absence. [\[9\]](#)

Parental Notification -

District staff shall provide notice to the person in parental relation upon each incident of unexcused absence.

Enforcement of Compulsory Attendance Requirements

Student is Truant -

When a student has been absent for three (3) days during the current school year without a lawful excuse, district staff shall provide notice to the person in parental relation who resides in the same household as the student within ten (10) school days of the student's third unexcused absence. [\[30\]](#)

The notice shall: [\[30\]](#)

1. Be in the mode and language of communication preferred by the person in parental relation;
2. Include a description of the consequences if the student becomes habitually truant; and
3. When transmitted to a person who is not the biological or adoptive parent, also be provided to the child's biological or adoptive parent, if the parent's mailing address is on file with the school and the parent is not precluded from receiving the information by court order.

The notice may include the offer of a School Attendance Improvement Conference. [\[30\]](#)

If the student incurs additional unexcused absences after issuance of the notice and a School Attendance Improvement Conference was not previously held, district staff shall offer a School Attendance Improvement Conference.[\[30\]](#)

School Attendance Improvement Conference -

District staff shall notify the person in parental relation in writing and by telephone of the date and time of the School Attendance Improvement Conference.[\[30\]](#)

The purpose of the School Attendance Improvement Conference is to examine the student's absences and reasons for the absences in an effort to improve attendance with or without additional services.[\[9\]](#)

The following individuals shall be invited to the School Attendance Improvement Conference:[\[9\]](#)

1. The student.
2. The student's person in parental relation.
3. Other individuals identified by the person in parental relation who may be a resource.
4. Appropriate school personnel.
5. Recommended service providers.

Neither the student nor the person in parental relation shall be required to participate, and the School Attendance Improvement Conference shall occur even if the person in parental relation declines to participate or fails to attend the scheduled conference.[\[30\]](#)

The outcome of the School Attendance Improvement Conference shall be documented in a written School Attendance Improvement Plan. The Plan shall be retained in the student's file. A copy of the Plan shall be provided to the person in parental relation, the student and appropriate district staff.[\[30\]](#)

The district may not take further legal action to address unexcused absences until after the date of the scheduled School Attendance Improvement Conference has passed.[\[30\]](#)

Student is Habitually Truant -

When a student under fifteen (15) years of age is habitually truant, district staff:[\[31\]](#)

1. Shall refer the student to:
 - a. A school-based or community-based attendance improvement program; or
 - b. The local children and youth agency.
2. May file a citation in the office of the appropriate judge against the person in parental relation who resides in the same household as the student.[\[31\]](#)

When a student fifteen (15) years of age or older is habitually truant, district staff shall:[\[31\]](#)

1. Refer the student to a school-based or community-based attendance improvement program; or
2. File a citation in the office of the appropriate judge against the student or the person in parental relation who resides in the same household as the student.

District staff may refer a student who is fifteen (15) years of age or older to the local children and youth agency, if the student continues to incur additional unexcused absences after being referred to a school-based or community-based attendance improvement program, or if the student refuses to participate in such program.[\[31\]](#)

Regardless of age, when district staff refer a habitually truant student to the local children and youth agency or file a citation with the appropriate judge, district staff shall provide verification that the school held a School Attendance Improvement Conference.[\[31\]](#)

Filing a Citation -

A citation shall be filed in the office of the appropriate judge whose jurisdiction includes the school in which the student is or should be enrolled.[\[32\]](#)

Additional citations for subsequent violations of the compulsory school attendance requirements may only be filed against a student or person in parental relation in accordance with the specific provisions of the law.[\[32\]](#)

Special Needs and Accommodations

If a truant or habitually truant student may qualify as a student with a disability, and require special education services or accommodations, the Director of Special Education shall be notified and shall take action to address the student's needs in accordance with applicable law, regulations and Board policy.[33][34][35][36]

For students with disabilities who are truant or habitually truant, the appropriate team shall be notified and shall address the student's needs in accordance with applicable law, regulations and Board policy.[33][34][36]

Discipline

The district shall not expel or impose out-of-school suspension, disciplinary reassignment or transfer for truant behavior. [30]
COMPULSORY ATTENDANCE LAW PROCEDURES

All absences shall be recorded by the end of each school day by designated school personnel.

Tardiness – Tardiness is the absence of a student at the time that the morning session begins (7:55am), provided the student is in attendance before 9:25 A.M. for high school students. Students arriving after the cut-off time will be recorded as ½ day absent during their time away from school.

Absence is defined as the non-attendance of a student on those days and half days in which school was in session and shall be classified as: 1) Excused (legally supported or legally unsupported); 2) Illegal (fineable); or 3) Unexcused (restricted)

Unexcused (Restricted): These absences involve student's age 18 years & above and include the following:

- a. Absence through parental neglect
- b. Illegal employment
- c. Truancy, and/or
- d. All other absences not considered "excused".

Compulsory attendance is enforced between that period of a child's life from the time the child's parents elect to have the child enter school, which shall not be later than at the age of six (6) years, until the age of eighteen (18) years. It shall be the responsibility and obligation of parents to facilitate and encourage the attendance of their children at school.

In accordance with School Board Policy #6220, students who have reached their seventeenth birthday are to be classified as non-compulsory attendees of the school but are expected to attend school on a regular basis once enrolled in classes. Students who have reached their seventeenth birthday and accumulate more than three (3) unexcused absences during the school year will be assigned Saturday School for each infraction. Students in this category will also be excluded from classes if they miss more than ten sessions unless their absence is considered legally supported as noted herein.

All students are required to present a note to the principal's office within three (3) days of their return to school from an absence/tardy. This note should indicate the reason for the absence/tardy and be signed by a parent. Any student who does not present this note within three (3) days of their return to school will be charged with an unexcused absence as is applicable to the student's age.

Students who receive unexcused absences will receive a zero grade for all work due for the day that they are unexcused; this would include, but not be limited to homework, tests, and in-class assignments.

Fairfield has a closed lunch period. All students will eat in the cafeteria, either lunches sold there or lunches they bring with them. Type "A" lunch and a la carte line are available at published prices. Menus are posted in each homeroom, bulletin boards, and the cafeteria. Eating shall not take place in the hall, classrooms, lavatory, or in the parking lot. Food and drinks are not permitted in lockers and students are not permitted to consume items between classes. Open containers of liquid will not be permitted on school property. Students who leave the school grounds during the lunch period will be disciplined as per the Discipline Code.

EDUCATIONAL JOURNEYS

Educational journeys (Policy #204) are not related in any way to the school curriculum or school organizations. These are trips planned by parents for their children and have an educational component.

In order for a student absence resulting from a trip to be classified as excused, a written request must be submitted on an Educational Journey Request Form which can be obtained at the high school office. Each request must be submitted to the building principal ten (10) school days prior to the planned trip. Determination to approve or disapprove the trip will be made by the Superintendent of Schools and conveyed to the parent or guardian and building principal in writing.

Approval of each request will be based on the recommendation of the building principal and an evaluation of the following standards: previous attendance records, previous requests, academic performance, and anticipated educational value of the activity. Educational trips are not recommended the final two weeks of the school year.

Trips shall not be approved if they exceed a total of five (5) school days during a school year.

Students are responsible to secure and complete all classroom assignments during the period of absence. Students will be permitted the same number of school days after the visit as were originally granted for the visit to submit all missed assignments issued during the absence; however, long-term projects are guided by a performance rubric and students should complete and turn in the project prior to departure if the due date is during the period of their absence.

All absences during an approved educational journey are considered excused absences. Educational trips or visits that are not pre-approved shall be treated as unexcused absences. Failure to complete work missed during the absence may also result in the absence being unexcused.

EXCUSAL OF STUDENTS DURING SCHOOL HOURS

During the time school is in session, students will not be permitted to leave the school grounds except under the following conditions and reasons:

1. Presentation of a valid, signed written request for excusal from parent/guardian indicating reason for excusal.
2. Only reasons acceptable for excusal:
 - a. Doctor's appointment
 - b. Dental, orthodontist appointment
 - c. Driver examination – eye examination for driver license application – after 11:00 a.m., if possible.
 - d. Emergency reasons (car repair not acceptable)
 - e. Unusual conditions that can be verified.
3. Off-campus passes will be issued only by the principal.
4. Verbal request for excusal will always be denied.
5. Upon return from off campus appointment, the student will provide the school with a written note (doctor's excuse if medical/dental appointment) verifying beginning and ending time of appointments. Failure to produce this note upon returning to school will result in an illegal absence from school.
6. Senior privileges.

FIELD TRIPS

Purpose

The Board recognizes that field trips, when used for teaching and learning integral to the curriculum, are an educationally sound and important component of the instructional program of the schools. Properly planned and executed field trips can:

1. Supplement and enrich classroom learning by providing educational experiences in an environment outside the schools.
2. Arouse new interests among students.
3. Help students relate academic learning to the reality of the world outside of school.
4. Introduce community resources, such as natural, cultural, industrial, commercial, governmental, and educational.
5. Afford students the opportunity to study real things and real processes in their actual environment.

Definition

For purposes of this policy, a field trip shall be defined as any trip by students away from school premises that is an integral part of approved planned instruction, is conducted as a first-hand educational experience not available in the classroom, and is supervised by a teacher or district employee.

Authority

The Board shall be informed of all field trips approved by the building principal and Superintendent.[\[1\]](#)

The Board shall approve only those field trips that:

1. Take students more than seventy-five (75) miles from this district.
2. Are planned to keep students out of the district overnight or longer.

Students on field trips remain under the supervision and responsibility of this Board and are subject to its rules and regulations. The Board does not endorse, support nor assume responsibility in any way for any district staff member who takes students on

trips not approved by the Board or Superintendent. No staff member may solicit district students for such trips within district facilities or on district grounds without Board permission.

Guidelines

Field trips shall be governed by guidelines which ensure that:

1. The safety and well-being of students will be protected at all times.
2. Permission of the parent/guardian is sought and obtained before any student may participate.
3. The principal approves the purpose, itinerary and duration of each proposed trip.
4. Each field trip is properly planned, integrated with the curriculum, and followed up by appropriate activities that enhance its value.[2]
5. The effectiveness of field trip activities is monitored and evaluated continuously.
6. Teachers are allowed flexibility and innovation in planning field trips.
7. No field trip will be approved unless it contributes to the achievement of specified instructional objectives.

Administration of Medication

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

Decisions regarding administration of medication during field trips and other school-sponsored programs and activities shall be based on the student's individual needs.[3][4]

Medication shall be administered in accordance with applicable laws, regulations, Board policies and district procedures.[5][6]

Trips Outside of the United States

The district permits field trips outside of the country that are coordinated with the regular educational program and comply with the provisions of this policy, in addition:

1. Expenses for trips outside of the country shall be the responsibility of the students on the trip.
2. The group shall travel only with companies which have sufficient liability insurance.
3. Field trips are a privilege, students may be excluded from a field trip the discretion of an administrator.

TARDINESS

Students are expected to be on time in arriving to school and beginning all classes. Any student who is late to school must first report to the principal's office for a pass to enter their assigned class. In addition, after students have accumulated 10 excused tardies, parents/guardians will be required to provide a professional note for future student tardies, or the tardies will be unexcused. Unexcused tardiness to school will be punishable as follows:

Late to school: Fourth time = detention
Every late thereafter: Minimum of 1 detention

Unexcused tardiness includes, but is not limited to, oversleeping, running late, missing the bus, having car trouble, etc.

Tardiness to class will be punishable per semester as follows:

1st Offense: Warning
2nd Offense: Parent Contact
3rd Offense & Every Late Thereafter: Minimum of 1 detention

TEST MISSED DURING ABSENCE

A test is an assessment tool designed to measure a student's performance level on the skills and concepts taught in the classroom.

Students in grades 9-12 who are coded as having a legal/excused absence will be provided two schools days per day of absence to complete any test missed. All days provided for missed tests shall begin on the first day the student returns to

school. Failure to make up the test within the appropriate limit will result in a grade of "0" for the missed test. Students who are coded as having an illegal/unexcused absence after taking the missed test will receive a zero for that test.

COUNSELING SERVICES

HIGH SCHOOL COUNSELING

The school counseling services at Fairfield Area High School are directed at one individual – YOU, the student. The main objective is to help each and every student achieve his or her potential.

Two types of counseling services are available: classroom guidance and individual guidance. The classroom guidance services are designed to offer you information regarding future plans while the individual services are designed to assist you to reach your personal goals. It is the responsibility of each student to make use of the services available.

The Counseling Office is available to help you in the following areas:

1. Choosing appropriate courses toward your future goals
2. Monitoring your progress toward high school graduation
3. Assistance in exploring careers for after high school
4. Assistance with the post-secondary application process
5. Setting up in-house meetings with representatives from colleges or the military
6. Assistance with the financial aid process, including scholarships
7. Official and unofficial transcripts
8. Calculation of your Grade Point Average
9. SAT / PSAT / ACT / ASVAB standardized testing
10. NCAA eligibility
11. Resources to help with personal problems

Many services are now available on-line. Below is a list of recommended websites that you may find helpful.

Financial Aid:	www.fafsa.ed.gov
Scholarship Search:	www.fastweb.com
College Search:	www.educationplanner.org
NCAA Clearinghouse:	www.ncaaclearinghouse.net
SAT registration and information:	www.collegeboard.com
ACT registration and information:	www.actstudent.org

Your high school GPA (grade point average) is calculated beginning with your 9th grade courses. When you request a transcript – official or unofficial – all of your courses from 9th through 12th grade will appear.

The process of selecting the appropriate college, university, trade, or business school should begin during the 10th grade year. At that time, students should begin exploring what their interests are as they relate to career choice, size of school, location of school, and extracurricular interests. During the 11th grade year is when student should begin going to visit campuses they are interested in and meeting with admissions and financial aid professionals on campus. At the beginning of the 12th grade year, students should be submitting their applications for admission. Many schools have application deadlines in early February, but it is recommended that students submit applications in October or November. College applications may be sent prior to the receipt of standardized test scores. The High School Counseling staff can assist you with the application process.

It is recommended that students take the PSAT test in 10th AND 11th grade. This standardized test is offered during the school day in mid-October. The cost for the test is typically between \$14 and \$20. Students must sign up in the Counseling Office prior to the test date. It is recommended that students take either the SAT or ACT once at the end of their 11th grade year AND once at the beginning of their 12th grade year. Students may take these tests more often, but it is not typical that scores increase dramatically the more a student tests.

Students interested in playing sports competitively in college must register with the NCAA Clearinghouse (website above) during their 11th grade year. The requirements for eligibility are stated there.

STUDENT ASSISTANCE PROGRAM (SAP)

SAP is a team of teachers, counselors, and administrators who have received formal training through a state-endorsed program of drug, alcohol, and suicide prevention.

The basic purpose of the SAP team at Fairfield Area High School is to help students whose behavior is keeping them from learning in school. The team is also committed to the identification of students who may be at risk.

The team will evaluate students referred from any source. The function is to identify patterns of behavior which are with high risk or usage situations.

SAP Is:
an identification program
an intervention program
a referral program

SAP Is NOT:
a counseling program
a treatment program

For help or assistance please call 717-642-2034 or contact any SAP member in school:
Mr. Sean Zimmerman, Mrs. Kristi Ebaugh, Ms. Amy Kasher
Mr. Brian McDowell, Mrs. Kayla Martin and Ms. Kristina Harvey

TRANSFER & WITHDRAWAL PROCEDURE

All students who plan to withdraw from high school shall discuss this matter with the high school counselor and principal as soon as possible (717-642-2034).

Students withdrawing must comply with the Pennsylvania School Code.

1. Students shall secure all required signatures requested on District withdrawal form:
 - a. Return all books and materials to each teacher.
 - b. All monies owed must be submitted to proper organization.
 - c. Return all equipment belonging to school to the proper person.
 - d. Clear attendance/guidance office needs.
2. Return to guidance office for final interview and submit completed withdrawal form to counselor.

WORK PERMITS

Work permits are issued from the Central District Administration Office (717-642-8228) for all students residing in the Fairfield Area School District and having jobs in Pennsylvania. Students with jobs in Maryland may secure a permit at Catoclin High School, Thurmont, Maryland (240-236-8100).

To make application for a work permit, you must:

1. Be between fourteen and seventeen years of age.
2. Request an Application for Employment Certificate – complete both sides of this certificate and return it to the high school office where a work permit will be issued for you.
3. A copy of your birth certificate must be presented to the high school office when applying for your work permit. A copy will be kept on file. (Necessary for first time only.)

DISCIPLINE INFORMATION

DETENTION

Students may be assigned detention(s). "Teacher" detention(s) may be assigned and held by individual classroom teachers before and/or after school. "Office" detention(s) are assigned by administrators, typically from 3:00 PM – 4:00 PM in the High School Library.

Any student who receives an office detention or suspension of any type is not permitted to participate or attend any extracurricular activity on the day of the detention or suspension.

Failure to Attend Detention:

Students who are unable to attend a detention because of a previous commitment (dental appointment, medical appointment, etc.) must present a written excuse from a doctor or a parent/guardian by 9:00 A.M. on the morning of the detention. The detention will be rescheduled immediately. Students who work must attend their detentions. Parents/Guardians: your son/daughter's failure to attend detention will result in suspension and/or assignment to Saturday School. As a result, we ask your cooperation in partnering with us to have your son/daughter accept responsibility and the consequences for his/her actions. Students assigned detention by administrators will be given a date when detentions are to be completed.

DISCIPLINE (Policy #218)

In a school setting, as any institution, all must work together to create an environment conducive to learning. Responsible behavior in which student's accord respect to one another and their faculty must accompany the rights of students if learning is to occur.

Rules and regulations and the disciplinary actions needed to enforce them are necessary to ensure that students have the greatest educational opportunities possible. Any student who persists in interfering with the rights of others and ignores repeated warnings may be subject to the following Student Conduct and Discipline Code. Reasonable force may be used by teachers and school authorities under any of the following circumstances: to quell a disturbance, obtain possession of weapons or other dangerous objects, for the purpose of self-defense, and for the protection of persons or property.[\[8\]](#)

The following is a list of acts of student misconduct and their subsequent placement in the hierarchy of levels of discipline. This list does not attempt to cover all the possible acts of student misconduct. The administration of Fairfield Area School District reserves the right to change/modify the discipline consequences in order to cover all infractions and situations. Equity and equality will be used to protect the educational integrity of Fairfield Area School District.

LEVELS OF CONSEQUENCES

Level I - Minor misbehavior on the part of the student which impedes orderly classroom procedures or interferes with the orderly operation of the school.

Level I: Disciplinary Options/Responses

- Verbal Reprimand
- Behavioral Contract
- Counseling
- Withdrawal of Privileges
- Parent Conference
- Detention

Level I: Behaviors

- Disruptive behavior (campus, classroom and bus)
- Dress code violation
- Noncompliant
- Leaving class without permission/Out-of-Assigned Area
- Public display of affection – (PDA)
- Inappropriate language
- Tardy to class/school

*Multiple violations of the same behavior may result in the student receiving a higher discipline level consequence.

Level II – Misbehavior whose frequency or seriousness tends to disrupt the learning climate of the school.

These infractions, which usually result from the continuation of Level I misbehaviors, require the intervention of personnel on the administrative level because the execution of Level I disciplinary options has failed to correct the situation. Also included in this level are misbehaviors which do not represent a direct threat to the health and safety of others but whose educational consequences are serious enough to require corrective actions on the part of administrative personnel.

Level II: 1-3 Saturday School/In-School Suspension(s)

- Continuation of unmodified Level I misbehavior
- Aggressive or provoking behavior
- Cutting class
- Leaving school grounds without permission/Truancy
- Profanity
- Failure to serve assigned office detention/Violation of detention rules
- Possession of stolen property/stealing
- Improper or negligent operation of a motor vehicle
- Using forged notes/excuses/school forms/Dishonesty
- Abusive/Obscene writing

-Violation of ISS/Saturday School rules will result in at least one day of out-of-school suspension and the original ISS/Saturday School may be rescheduled.

***Multiple violations of the same behavior may result in the student receiving a higher discipline level consequence.**

Level III – Acts directed against persons or property but whose consequences do not seriously endanger the health or safety of others in the school. These acts might be considered criminal thus resulting in the intervention of law enforcement authorities. Corrective measures which the school should undertake, however, depend on the extent of the school's resources for remediation of the situation in the best interests of all students.

Level III: 1-10 Out-of-School Suspensions

- Continuation of unmodified Level II misbehavior
- Bullying, Intimidation, Harassment, Discrimination
- Possession/Use of tobacco products and paraphernalia (lighters, matches, e-cigarettes, vapor pens, etc.) (includes a referral to Magistrate)
- Obscene gestures/Indecent acts or photographs
- Fighting – 1st contact = 5 days; offensive return contact = 3-5 days
- Theft
- Extortion
- Gambling
- Unauthorized entry into the building
- Defacing/damaging school or private property
- Disrespect to school personnel (cursing, vulgarity, etc.)
- Technology abuse

***Multiple violations of the same behavior may result in the student receiving a higher discipline level consequence.**

All out-of-school suspensions require contact between an Administrator and the parent(s)/ guardian(s) prior to the reinstatement of the student to school.

Level IV – Acts which result in violence to another's person or property or which pose a direct threat to the safety of others in the school.

These acts are clearly criminal and are so serious that they always require administrative actions which result in the immediate removal of the student from school, the intervention of law enforcement authorities, and action by the Board of School Directors.

Level IV: 5-10 Out-of-School Suspensions

(POSSIBLE RECOMMENDATION FOR EXPULSION)

- Assault, battery and/or stalking of school personnel or peer
- Arson
- Terroristic Threats (Policy #218.2)
- Felony
- Fireworks
- Fire alarm (setting off, tampering with, etc.)
- Hazing
- Possession/Use/Sale of alcohol
- Possession/Use/Sale of illegal or look-alike drugs/controlled substances/paraphernalia/solvents
- Possession/Use of a weapon (Policy #218.1)
- Pornography

All out-of-school suspensions require contact between an Administrator and the parent(s)/ guardian(s) prior to the reinstatement of the student to school.

DISHONESTY

Dishonesty: Dishonesty on tests or one's daily work is a serious offense. Evidence of dishonesty on tests, assignments or homework shall result in a zero for the work, may result in failure of that class for the quarter and/or year, and may include other disciplinary action by the principal.

Plagiarism: Any student who plagiarizes work, will receive a grade of zero percent for that assignment. Teachers may allow the student to rewrite the assignment for partial credit.

SOCIAL PROBATION

Violation of school rules or unacceptable behavior may result in the suspension of social privileges. Students placed on social probation must be off campus by 2:50 p.m. each day and are prohibited from attending or participating in any after school, evening, or weekend school activity. Any exception must be approved by the principal.

WEAPONS

Students may not possess any weapons or dangerous objects on school property or at any school sponsored activity (refer to FASD Policy 218.1). Students in violation of the regulation are subject to suspension or expulsion as specified in the Level III & Level IV sections of the Student Conduct Code.

MEDICAL INFORMATION NURSE'S OFFICE/MEDICAL

The services of the District School Nurse are available to all three schools during the academic school day.

A pass from your teacher is required to report to the nurse. DO NOT report to the nurse between classes, unless it is a medical emergency.

Emergencies will be cared for any time of the day. A pass is not required for emergencies.

MEDICATION PROCEDURES:

In accordance with recommendations of the Pennsylvania Department of Health and this school's medication procedure, students will be given prescription medication and non-prescription medication (other than standing orders: Antacid, Acetaminophen/Tylenol, Advil/ibuprofen, and Benadryl (for severe allergic reactions) only on the direct written order of a physician and a completed permission form.

Medication Permission Forms can be found on the district website (www.fairfieldpaschools.org), in the high school office or the nurse's office. When medications must be given during school hours, the procedures listed below in the following sections must be followed.

PRESCRIPTION AND NON-PRESCRIPTION MEDICATIONS:

- All medications must be brought to the school nursing staff at the beginning of the day in the original pharmacy bottle/non-prescription package.
- A parent/guardian or a responsible adult designated by the parent/guardian should deliver all medications to the school (According to PA Department of Health).
- Student's first and last name must be written on original non-prescription package.
- Medications not in their original pharmacy bottle/non-prescription package will not be used.
- A completed Medication Permission Form must accompany all medication before it will be given.

ASTHMA INHALERS and EPINEPHRINE AUTO-INJECTORS (Policy #210.1):

Authority

The Board shall permit students in district schools to possess asthma inhalers and epinephrine auto-injectors and to self-administer the prescribed medication in compliance with state law and Board policy.^{[1][2]}

Definitions

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.^[3]

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.

Self-administration shall mean a student's use of medication in accordance with a prescription or written instructions from a licensed physician, certified registered nurse practitioner or physician assistant.

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.[1]

DIABETES MANAGEMENT (Policy #209.2)

Purpose

The Board recognizes that an effective program of diabetes management in school is crucial to:

1. The immediate safety of students with diabetes.
2. The long-term health of students with diabetes.
3. Ensure that students with diabetes are ready to learn and participate fully in school activities.

Minimize the possibility that diabetes-related emergencies will disrupt classroom activities.

Definitions

Diabetes Medical Management Plan (DMMP) means a document describing the medical orders or diabetes regimen developed and signed by the student's health care practitioner and parent/guardian.[2]

Individualized Education Program (IEP) means the written educational statement for each student with a disability that is developed, reviewed and revised in accordance with federal and state laws and regulations. A student with a disability is a school-aged child within the jurisdiction of the district who has been evaluated and found to have one or more disabilities as defined by law, and who requires, because of such disabilities, special education and related services.[7]

Section 504 Service Agreement (Service Agreement) means an individualized plan for a qualified student with a disability which sets forth the specific related aids, services, or accommodations needed by the student, which shall be implemented in school, in transit to and from school, and in all programs and procedures, so that the student has equal access to the benefits of the school's educational programs, nonacademic services, and extracurricular activities. A qualified student with a disability means a student who has a physical or mental disability which substantially limits or prohibits participation in or access to an aspect of the district's educational programs, nonacademic services or extracurricular activities.[1]

Trained Diabetes Personnel means non-licensed school employees who have successfully completed the required training.

Guidelines

Before a student can receive diabetes-related care and treatment in a school setting, the student's parent/guardian shall provide written authorization for such care and instructions from the student's health care practitioner. The written authorization may be submitted as part of a student's DMMP.[5]

Diabetes-related care shall be provided in a manner consistent with Board policy, district procedures and individualized student plans such as an IEP, Service Agreement or DMMP.[1][3][4][5][7][9]

In order to maintain a student's health and safety, each student's individualized plan shall address what information will be provided to school staff and other adults who have responsibility for the student in the school setting.[1][5][7][10][11]

Student health records shall be confidential and maintained in accordance with state and federal laws and regulations.[12][13][14]

Trained Diabetes Personnel

The school nurse, in consultation with the Superintendent or designee, may identify at least one (1) school employee, who is not the school nurse and who does not need to be a licensed health care practitioner, in each school building attended by a student with diabetes to perform diabetes care and treatment for students. The identified school employee has the right to decline this role.^[4]

An identified school employee who has accepted this role shall complete the training developed by the state or training offered by a licensed health care practitioner with expertise in the care and treatment of diabetes, that includes at a minimum:^[4]

1. An overview of all types of diabetes.
2. Means of monitoring blood glucose.
3. The symptoms and treatment for blood glucose levels outside of target ranges, as well as symptoms and treatment for hypoglycemia, hyperglycemia and other potential emergencies.
4. Techniques on administering glucagon and insulin.

The identified school employee shall complete such training on an annual basis.^[4]

Upon successful completion of the required training, individual trained diabetes personnel may be designated in a student's Service Agreement or IEP to administer diabetes medications, use monitoring equipment and provide other diabetes care.^[4]

If the diabetes-related care provided to a particular student by trained diabetes personnel will include administration of diabetes medication via injection or infusion, the Board shall require the following:^[4]

1. The parent/guardian and the student's health care practitioner must provide written authorization for such administration; and
2. The trained diabetes personnel must receive annual training for such administration from a licensed health care practitioner with expertise in the care and treatment of diabetes.

Training of Other School Personnel

School employees, including classroom teachers, lunchroom staff, coaches and bus drivers, shall receive annual diabetes care training appropriate to their responsibilities for students with diabetes.

Student Possession and Use of Diabetes Medication and Monitoring Equipment

Prior to student possession or use of diabetes medication and monitoring equipment, the Board shall require the following:^{[3][15]}

1. A written request from the parent/guardian that the school comply with the instructions of the student's health care practitioner. The request from the parent/guardian shall include a statement relieving the district and its employees of responsibility for the prescribed medication or monitoring equipment and acknowledging that the school is not responsible for ensuring that the medication is taken or the monitoring equipment is used.
2. A written statement from the student's health care practitioner that provides:
 - a. Name of the drug.
 - b. Prescribed dosage.
 - c. Times when medication is to be taken.
 - d. Times when monitoring equipment is to be used.
 - e. Length of time medication and monitoring equipment is prescribed.
 - f. Diagnosis or reason medication and monitoring equipment is needed.
 - g. Potential serious reactions to medication that may occur.
 - h. Emergency response.
 - i. Whether the child is competent and able to self-administer the medication or monitoring equipment and to practice proper safety precautions.
3. A written acknowledgement from the school nurse that the student has demonstrated that s/he is capable of self-administration of the medication and use of the monitoring equipment.
4. A written acknowledgement from the student that s/he has received instruction from the student's health care practitioner on proper safety precautions for the handling and disposal of the medications and monitoring equipment, including acknowledgement that the student will not allow other students to have access to the medication and monitoring equipment and that s/he understands appropriate safeguards.

The written request for student possession and use of diabetes medication and monitoring equipment shall be reviewed annually, along with the required written statements from the parent/guardian and the student's health care practitioner. If there is a change in the student's prescribed care plan, level of self-management or school circumstances during the school year, the parent/guardian and the student's health care practitioner shall update the written statements.

Students shall be prohibited from sharing, giving, selling and using diabetes medication and monitoring equipment in any manner other than which it is prescribed during school hours, at any time while on school property, at any school-sponsored activity and during the time spent traveling to and from school and school-sponsored activities. Violations of this policy, provisions of a Service Agreement or IEP, or demonstration of unwillingness or inability to safeguard the medication and monitoring equipment may result in loss of privilege to self-carry the diabetes medication and monitoring equipment, and may result in disciplinary action in accordance with Board policy and applicable procedural safeguards.[1][3][10][16][17]

If the district prohibits a student from possessing and self-administering diabetes medication and operating monitoring equipment, or if a student is not capable of self-administering diabetes medication or operating monitoring equipment, the district shall ensure that the diabetes medication and monitoring equipment is appropriately stored in a readily accessible location in the student's building. The school nurse and other designated school employees shall be informed where the medication and monitoring equipment is stored and the means to access them.[3]

FOOD ALLERGY MANAGEMENT (Policy #209.1)

Definitions

Food allergy - an abnormal, adverse reaction to a food that is triggered by the body's immune system.

Medical Plans of Care - written documents individualized for a particular student with a severe or life-threatening food allergy to address the student's needs throughout the school day, including:

1. Emergency Care Plan (ECP) - a medical plan of care based on the information provided in the student's Individualized Healthcare Plan (IHP) and distributed to all school personnel who have responsibilities for the student which specifically describes how to recognize a food allergy emergency and what to do when signs or symptoms of these conditions are observed.
2. Individualized Healthcare Plan (IHP) - a medical plan of care that provides written directions for school health personnel to follow in meeting the individual student's healthcare needs. The plan describes functional problem areas, sets goals for overcoming problems, and lists tasks/interventions to meet the goals. The IHP shall include a Food Allergy Medical Management Plan developed by a student's personal healthcare team and family, which shall outline the student's prescribed healthcare regimen and be signed by the student's board-certified allergist, family physician, physician assistant or certified registered nurse practitioner.
3. Related Services Component in Individualized Education Program (IEP) - that part of an IEP for a student receiving special education and related services which includes reference to development and implementation of an IHP and ECP for students with a documented severe or life-threatening food allergy as well as identifying the medical accommodations, educational aids and services to address the student's needs.[2]
4. Section 504 Service Agreement - a medical plan of care which references development and implementation of an IHP and ECP as well as other accommodations, educational aids and services a student with a documented severe or life-threatening food allergy requires in order to have equal access to educational programs, nonacademic services and extracurricular activities as students without food allergies.[3]

Accommodating Students With Disabling Special Dietary Needs

Students with food allergies may be identified, evaluated and determined to be disabled, in which case the district shall make appropriate accommodations, substitutions or modifications in accordance with the student's medical plans of care.[2][3]

The district must provide reasonable accommodations, substitutions or modifications for students with disabling dietary needs. The student's physician shall determine and document if the student has a disabling dietary need. Examples of a disability under this policy would include metabolic conditions (e.g., diabetes), severe food allergies or cerebral palsy.

Students who fall under this provision must have a written medical statement signed by a licensed physician, which shall be included with the student's IHP. The medical statement must identify:[6]

1. The student's special dietary disability.

2. An explanation of why the disability restricts the student's diet.
3. The major life activity(ies) affected by the disability.
4. The food(s) to be omitted from the student's diet.
5. The food or choice of foods that must be provided as the substitute.

Accommodating Students With Non-disabling Special Dietary Needs

The district may, at its discretion, make appropriate accommodations, substitutions or modifications for students who have a special dietary need but who do not meet the definition of disability, such as a food intolerance or allergy that does not cause a reaction that meets the definition of a disability. The decision to accommodate such a student shall be made on a case-by-case basis.

Students who fall under this provision must have a written medical statement signed by a physician, physician assistant or certified registered nurse practitioner identifying the following:

1. The medical or other special dietary condition which restricts the student's diet.
2. The food(s) to be omitted from the student's diet.
3. The food or choice of foods to be substituted.

Confidentiality

The district shall maintain the confidentiality of students with food allergies, to the extent appropriate and as requested by the student's parents/guardians. District staff shall maintain the confidentiality of student records as required by law, regulations and Board policy.[7][8][9]

Please Note:

The student is responsible for coming to the health room to take their medications.

- Any medications remaining at the end of the year will be sent home with students at the end of the last full day of school unless other arrangements are made.

PHYSICAL EXAMINATION:

The state school code has made provision for the compulsory physical examination of school pupils at regular intervals.

The facilities of the school physician/s and nurse are made available to all pupils free of charge. If there are individuals who prefer to have the examination done privately and the forms completed by their family physician, the same is permissible with expense to be borne by the person examined.

Health Screenings Mandated by State of Pennsylvania For School Aged Children

	Physical	Dental	Vision	Hearing	Height/Weight	Scoliosis	Body Mass Index
Grade 9			X		X		X
Grade 10			X		X		X
Grade 11	X		X	X	X		X
Grade 12			X		X		X

Physical exams – For continuity of care for the student, it is recommended that the family's physician perform physical exams. The school physician will provide physicals for those students who do not have one done privately, with written parental permission. A driving permit physical can be used for state mandated physicals.

Dental exams- For continuity of care for the student, it is recommended that the family's dentist perform dental exams. The school dentist will provide exams for those students who do not have one done privately, with written parental permission.

Vision screenings are done in the nurse's office by the nursing staff. Referrals are sent out if the student fails this screening. The parents are responsible for any follow up care that may be indicated.

Hearing screenings are done in the nurse's office by the nursing staff. Appropriate referrals for follow-up are made with notification of the parents.

Scoliosis screenings are part of the sixth grade physical exams. Family physicians can also perform scoliosis screenings for seventh grade students. They will also be done at school in the nurse's office with written parental permission. Referral letters will be sent to parents should follow-up be indicated.

Body Mass Index (BMI) is performed with a calculation using height and weight. Results are sent to parents with explanation of results.

Private exam forms for physical and dental exams are available from the school website <http://www.fairfieldpaschools.org> under services, school health office/forms, or <http://www.health.state.pa.us/schoolhealth> under "download various forms" tab. For private scoliosis exams, use physical form.

POLICIES, PROCEDURES, & REGULATIONS

BOOKBAGS

All book bags, athletic bags, oversized handbags, or any items that may be used to carry books must be placed in the student's locker when he/she arrives at school.

BULLYING POLICY (Policy #249)

The Board is committed to providing a safe, positive learning environment for district students. 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 district students.

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 and/or outside a school setting, that is severe, persistent or pervasive and has the effect of doing any of the following:

- o Substantial interference with a student's education
- o Creation of a threatening environment
- o Substantial disruption of the orderly operation of the school

Bullying, as defined in this policy, includes cyberbullying.

Researchers have identified three (3) forms of bullying:

1. Physical - includes hitting, kicking, spitting, pushing and taking personal belongings.
2. Verbal - includes taunting, malicious teasing, name-calling, and making threats.
3. Psychological or Relational - involves spreading rumors, manipulating social relationships, and engaging in social exclusion or intimidation.

Cyberbullying means bullying that occurs on the Internet through email, instant messaging and social media sites. Cyberbullying includes, but is not limited to, the following misuses of technology: harassing, teasing, intimidating, threatening, or terrorizing a district student, teacher or employee by sending or posting inappropriate or derogatory email messages, instant messages, text messages, digital pictures or images, or website postings, including blogs.

School setting means in the school, on school grounds, in school vehicles, at a designated bus stop or at any activity sponsored, supervised or sanctioned by the school.

COMPLAINT PROCEDURE

Step 1 - Reporting

A student or third party who believes s/he has been subject to conduct that constitutes a violation of this policy is encouraged to immediately report the incident to a teacher, nurse, counselor or administrator.

A school employee who suspects or is notified that a student has been subject to conduct that constitutes a violation of this policy shall immediately report the incident to the building principal.

Step 2 - Investigation

Upon receiving a complaint of bullying, the building principal shall immediately begin the investigation.

The investigation may consist of individual interviews with the complainant, the accused, and others with knowledge relative to the incident. The investigator may also evaluate any other information and materials relevant to the investigation.

Step 3 - Investigative Report

The building principal shall prepare a written report within fifteen (15) days, unless additional time to complete the investigation is required. The report shall include a summary of the investigation, a determination of whether the complaint has been substantiated as factual and whether it is a violation of this policy, and a recommended disposition of the complaint.

Step 4 - District Action

If the investigation results in a finding that the complaint is factual and constitutes a violation of this policy, the district shall take prompt, corrective action to ensure that such conduct ceases and will not recur.

Disciplinary actions shall be consistent with the school's Discipline Code, Board policies and district procedures, applicable collective bargaining agreements, and state and federal laws.

If it is concluded that a student has knowingly made a false complaint under this policy, such student shall be subject to disciplinary action.

CHILD ABUSE (Policy #806)

Authority

The Board requires district employees, independent contractors and volunteers to comply with identification and reporting requirements for suspected child abuse, as well as the training requirement for recognition and reporting of child abuse in order to comply with the Child Protective Services Law and the School Code.[\[1\]](#)[\[2\]](#)[\[3\]](#)[\[4\]](#)

Definitions

The following words and phrases, when used in this policy, shall have the meaning given to them in this section:

Adult - an individual eighteen (18) years of age or older.[\[5\]](#)

Bodily injury - impairment of physical condition or substantial pain.[\[5\]](#)

Certifications - refers to the child abuse history clearance statement and state and federal criminal history background checks required by the Child Protective Services Law and/or the School Code.[\[6\]](#)[\[7\]](#)

Child - an individual under eighteen (18) years of age.[\[5\]](#)

Child abuse - intentionally, knowingly or recklessly doing any of the following:[\[5\]](#)

1. Causing bodily injury to a child through any recent act or failure to act.
2. Fabricating, feigning or intentionally exaggerating or inducing a medical symptom or disease which results in a potentially harmful medical evaluation or treatment to the child through any recent act.
3. Causing or substantially contributing to serious mental injury to a child through any act or failure to act or a series of such acts or failures to act.
4. Causing sexual abuse or exploitation of a child through any act or failure to act.
5. Creating a reasonable likelihood of bodily injury to a child through any recent act or failure to act.
6. Creating a likelihood of sexual abuse or exploitation of a child through any recent act or failure to act.
7. Causing serious physical neglect of a child.
8. Engaging in any of the following recent acts:
 - a. Kicking, biting, throwing, burning, stabbing or cutting a child in a manner that endangers the child.
 - b. Unreasonably restraining or confining a child, based on consideration of the method, location or the duration of the restraint or confinement.
 - c. Forcefully shaking a child under one (1) year of age.
 - d. Forcefully slapping or otherwise striking a child under one (1) year of age.
 - e. Interfering with the breathing of a child.
 - f. Causing a child to be present during the operation of methamphetamine laboratory, provided that the violation is being investigated by law enforcement.[\[8\]](#)
 - g. Leaving a child unsupervised with an individual, other than the child's parent, who the actor knows or reasonably should have known was required to register as a Tier II or Tier III sexual offender or has been determined to be a sexually violent predator or sexually violent delinquent.[\[9\]](#)[\[10\]](#)
9. Causing the death of the child through any act or failure to act.

Direct contact with children - the possibility of care, supervision, guidance or control of children or routine interaction with children.[\[1\]](#)

Independent contractor - an individual other than a school employee who provides a program, activity or service who is otherwise responsible for the care, supervision, guidance or control of children pursuant to a contract. The term does not apply to administrative or other support personnel unless the administrative or other support personnel have direct contact with children.[\[5\]](#)[\[11\]](#)

School employee - an individual who is employed by a school or who provides a program, activity or service sponsored by a school. The term does not apply to administrative or other support personnel unless the administrative or other support personnel have direct contact with children.[\[5\]](#)

Student - an individual enrolled in a district school under eighteen (18) years of age.[\[5\]](#)

Volunteer - an unpaid adult individual, who, on the basis of the individual's role as an integral part of a regularly scheduled program, activity or service is a person responsible for the child's welfare or has direct contact with children.[\[11\]](#)

For guidelines on training and duty to report, please see Policy #806.

DATING VIOLENCE – POLICY 252

Purpose

The purpose of this policy is to maintain a safe, positive learning environment for all students that is free from dating violence. Dating violence is inconsistent with the educational goals of the district and is prohibited at all times.

Definitions

Dating Partner shall mean a person, regardless of gender, involved in an intimate relationship with another person, primarily characterized by the expectation of affectionate involvement, whether casual, serious or long-term.[\[1\]](#)

Dating Violence shall mean behavior where one person uses threats of, or actually uses, physical, sexual, verbal or emotional abuse to control the person's dating partner.[\[1\]](#)

Authority

The Board encourages students who have been subjected to dating violence to promptly report such incidents.

The district shall investigate promptly all complaints of dating violence and shall administer appropriate discipline to any student who violates this policy.[\[2\]](#)

Guidelines

Complaint Procedure

When a student believes that s/he has been subject to dating violence, the student is encouraged to promptly report the incident, orally or in writing, to the building principal, guidance counselor or classroom teacher.

The building principal shall conduct a timely, impartial, and comprehensive investigation of the alleged dating violence.

The building principal shall prepare a written report summarizing the investigation and recommending disposition of the complaint. The complainant and the accused shall be informed of the outcome of the investigation.[\[1\]](#)

If the investigation results in a substantiated finding of dating violence, the building principal shall recommend appropriate disciplinary action, as circumstances warrant, in accordance with the Code of Student Conduct.[\[1\]](#)[\[2\]](#)

If a possible violation of the district's harassment policy is implicated, the building principal shall take additional action as necessary to comply with Board policy and state and federal law and regulations.[\[3\]](#)

The district shall document the corrective action taken and, where not prohibited by law, inform the complainant. This policy on dating violence shall be:[\[1\]](#)

1. Published in the Code of Student Conduct.
2. Published in the Student Handbook.

3. Made available on the district's website, if available.
4. Provided to parents/guardians.

Dating Violence Training

The district may provide dating violence training to guidance counselors, nurses, and mental health staff at the high school as deemed necessary. At the discretion of the Superintendent, parents/guardians and other staff may also receive training on dating violence.^[1]

Dating Violence Education

The district may incorporate age-appropriate dating violence education into the annual health curriculum framework for students in grades nine through twelve. The district shall consult with at least one (1) local domestic violence program or rape crisis program when developing the educational program.^{[1][4]}

A parent/guardian of a student under the age of eighteen (18) shall be permitted to examine the instructional materials for the dating violence education program.^{[1][5]}

At the request of the parent/guardian, the student may be excused from all or part of the dating violence education program.^[1]

DAILY OPENING PROCEDURES

School building doors will be opened for students at 7:30 a.m. each day. Students should schedule arrival prior to first block (7:55 a.m.). When arriving at school...All students, including student drivers, will report directly to their Block 1 class.

Students must be in their first block class and seated by 7:55 a.m. at which time attendance will be taken and morning announcements will occur.

Dance Guidelines

School events should provide a healthy, safe, and enjoyable atmosphere for all students. The following behavior expectations are designed to ensure positive dance environments for our students, staff, and community.

FAHS Student and Guest Expectations:

- All Fairfield Area School District/High School rules, regulations, and policies are in effect for dance events.
- Possession, use, or being under the influence of drugs, alcohol, or tobacco/vape products is an infraction of both FASD Policy and Pennsylvania State Law.
- **Dress Code:**
 - Dresses may not sit shorter than 3 inches above the knee.
 - All other dress code expectations fall in line with a normal school day policy.
 - Outfits that may draw negative or disruptive behavior/attention can be questioned, and the student may be sent home to change as per the discretion of the chaperones at the dance
- **Dance Attendees:**
 - Attendees must be Fairfield students enrolled in grades 9 -12 (Prom – Grades 11 and 12), be academically eligible, consistently exhibit appropriate attendance, and adhere to school rules and policies
 - Guests must be under the age of 21.
 - All students and guests must arrive at the dance within 30 minutes of the scheduled start time of the event...Students arriving past the 30 minute allowance will not be granted entrance into the dance.
 - All guests must be approved in advance (2 weeks) by the school administration.
 - All guests must enter and leave the dance with the Fairfield student who invited them to attend.
 - All guests must provide a photo ID before entering the dance.
- **Student Behavior:**
 - Students and guest are expected to behave in a respectful manner that is consistent with the policies and procedures of Fairfield Area School District.
 - Adhering to the guidelines while on the dance floor.
 - Avoiding sexually suggestive or explicit dancing:
 - Sexually explicit dancing which includes: Squatting, bending, grinding, touching of the breasts, buttocks, or genitals, or simulating sexual activity.

- **Potential Consequence for Non-compliance:**

- Any student who violates any expectation will be sent home at the discretion of the chaperones. Chaperones are expected to notify the student's parents of the dismissal.
- Violations of dance expectations may be revisited the following school day with disciplinary action determined by the principal.
- Violations including, by not limited to, smoking, drug use, fighting, or vandalism will be handled by law enforcement. (Police will be contacted)
- Students who fail to adhere to dance expectations will be met with the following consequences as per the discretion of the chaperones:
 - Expulsion from the dance and forfeiture of the admission cost.
 - Suspension from future FASD extracurricular activities.
 - Fully lighted dance floor
 - Termination of dance

DANCES: General Information

High school dances are for the enjoyment of Fairfield Area High School students and registered guests. The following regulations are in effect for all dances, but sponsors of dances may add further limitations with administration approval:

1. Prior to each dance, the grade levels permitted to attend each dance will be advertised by the sponsoring organization. Dances will be scheduled for the high school and middle school separately.
2. Dances will end by 10:00 P.M.
3. All dances must be chaperoned by at least 3 adults:
 - a. One female teacher
 - b. One male teacher
 - c. An administrator
4. Fairfield area fire police will be aware of the function.
5. Students who want to attend a dance that is scheduled on a school day, must attend school that same day. If the dance is scheduled for a non-school day, the student must be in attendance on the most recent school day before the scheduled dance.

NOTE: "All policies, regulations, rules, and procedures are subject to change by Board of Education action or the Principal as the conditions and needs arise for the educational welfare of our students."

DESTRUCTION OF SPECIAL EDUCATION RECORDS

If, during your child's educational career in the Fairfield Area School District, he/she was evaluated for and/or received some type of special education services the District is required to maintain "Directory Information" defined as information not generally considered harmful or an invasion of privacy if disclosed. This information is maintained for at least one hundred (100) years and cannot include any student identification or social security numbers. This includes, but is not limited to:

- Name, address, telephone listing and e-mail address
- Field of study
- Previous school most recently attended
- Date and place of birth
- Participation in officially recognized activities and sports
- Dates of attendance, degree and awards
- Primary language

Based on interpretations of regulations contained in the Individuals with Disabilities Education Act (IDEA), the District will maintain your child's evaluation or special education records at least until he/she turns twenty-eight (28) years of age. Following that date, the District is NOT required to keep paper or electronic copies.

In the event you would like to have access to or copies of your child's special education records prior to destruction, please be aware of the following:

- Prior to your child turning 21, you have access to these records and can request copies at any time.
- At the age of twenty-one (21), the rights of parents, in regard to access to records, transfers to the student. ○ If your child has turned 21 and you would like access to these records, your child must request records directly or sign an authorization to release records to you. The district can provide you with the authorization of release form for the student to complete.
- If copies of records are requested charges may apply.

If you have questions regarding this procedure, please contact the Special Education Department at 717-642-2054.

Purpose

The Board recognizes that each student's mode of dress and grooming is a manifestation of personal style and individual preference.

Authority

The Board has the authority to impose limitations on students' dress in school. The Board will not interfere with the right of students and their parents/guardians to make decisions regarding their appearance, except when their choices disrupt the educational program of the schools or constitute a health or safety hazard.[1][2]

Students may be required to wear certain types of clothing while participating in physical education classes, technical education, extracurricular activities, or other situations where special attire may be required to ensure the health or safety of the student.[2] Delegation of Responsibility

The building principal or designee shall be responsible to monitor student dress and grooming, and to enforce Board policy and school rules governing student dress and grooming.

The Superintendent or designee shall ensure that all school rules implementing this policy impose only the minimum necessary restrictions on the exercise of the student's taste and individuality.[2]

Staff members shall be instructed to demonstrate, by example, positive attitudes toward neatness, cleanliness, propriety, modesty, and good sense in attire and appearance.[3]

DRESS GUIDELINES

Although students exhibit different styles of clothing, it is important that our dress reflects good taste and is appropriate for school. The clothing of the student shall not be disruptive, cause unnecessary comments, or bring undue attention to the wearer. If a teacher feels a student's apparel is distracting to the educational process, the student will be sent to a high school administrator who will make the final judgment. Should you dress in an unacceptable manner, as determined by the administration, parents/guardians will be contacted to provide appropriate clothing or the student will be removed from the student body for the remainder of the day.

The following are prohibited:

1. Clothing or the wearing of apparel that promotes or has reference to the use of drugs, alcohol, violence, weapons, tobacco products, sexual messages, double innuendos or profanity.
2. Bare midriffs, bare feet, spaghetti straps, tank tops, see-through clothing, tube tops, halter tops, shirts off the shoulder, revealing or plunging necklines.
3. Undergarments should not be visible at any time. Trousers must be worn at waist level.
4. Face-painting and Pajamas (tops or bottoms) are not permitted unless on specifically authorized days as announced. (I.E., Spirit Week).
5. Leggings are not permissible unless worn with a dress/skirt/skort/shorts/sweater/shirt that is longer than fingers with the arm and hand fully extended.
6. Any clothing or apparel that has gaping holes. Any pants with holes, the holes must be below the fingers with the arm and hand fully extended.
7. The wearing of metal objects that may cause damage or injury to persons or school property. This may include—but is not limited to—spikes, chains, etc.
8. Head coverings of any form are not to be worn unless for medical or religious reasons or on specifically authorized days as announced. Hats must remain in student lockers during the school day.
9. Sunglasses are not to be worn during school hours unless for medical reasons. A doctor's note should be submitted to the office for any student needing sunglasses.
10. Dresses, skirts, shorts, skorts and garments with or without slits must be longer than fingers with the arm and hand fully extended.
11. Any other article of clothing which is deemed inappropriate and/or is disruptive to the educational process.

EDUCATING CHILDREN AND YOUTH EXPERIENCING HOMELESSNESS (POLICY #251)

Homeless children and youths means individuals who lack a fixed, regular and adequate nighttime residence, and includes:[7][8]

1. Children and youths who are:
 - a. Sharing the housing of other persons due to loss of housing, economic hardship, or a similar reason;
 - b. Living in motels, hotels, trailer parks or camping grounds due to lack of alternative adequate accommodations;

- c. Living in emergency, transitional or domestic violence shelters; or
 - d. Abandoned in hospitals.
2. Children and youths who have a primary nighttime residence that is a public or private place not designed for or ordinarily used as a regular sleeping accommodation for human beings;
 3. Children and youths who are living in cars, parks, public spaces, abandoned buildings, substandard housing, bus or train stations or similar settings;
 4. Migratory children who qualify as homeless because they are living in circumstances described above; and

School-aged parents living in houses for school-aged parents if they have no other available living accommodations.

Your school-age children may qualify for certain rights and protections under the federal McKinney-Vento Act. If you believe your children may be eligible, please contact the district liaison, Mrs. Barbara Richwine, FASD Elementary Principal, for available services and supports @ [717-642-2016](tel:717-642-2016)

ELECTRONIC DEVICES (Policy #237)

Definition

Electronic devices shall include all devices that can take photographs; record audio or video data; store, transmit or receive messages or images; or provide a wireless, unfiltered connection to the Internet. Examples of these electronic devices include, but shall not be limited to, radios, walkmans, CD players, iPods, MP3 players, DVD players, handheld game consoles, Personal Digital Assistants (PDAs), cellular telephones, BlackBerries, and laptop computers, as well as any new technology developed with similar capabilities.

Electronic Images and Photographs

The Board prohibits the taking, storing, disseminating, transferring, viewing, or sharing of obscene, pornographic, lewd, or otherwise illegal images or photographs, whether by electronic data transfer or other means, including but not limited to texting and emailing.

Because such violations may constitute a crime under state and/or federal law, the district may report such conduct to state and/or federal law enforcement agencies.

Off-Campus Activities

This policy shall also apply to student conduct that occurs off school property and would otherwise violate the Code of Student Conduct if any of the following circumstances exist:[3]

1. The conduct occurs during the time the student is traveling to and from school or traveling to and from school sponsored activities, whether or not via school district furnished transportation.
2. The student is a member of an extracurricular activity and has been notified that particular off-campus conduct could result in exclusion from such activities.[4][5]
3. Student expression or conduct materially and substantially disrupts the operations of the school, or the administration reasonably anticipates that the expression or conduct is likely to materially and substantially disrupt the operations of the school.
4. The conduct has a direct nexus to attendance at school or a school-sponsored activity, for example, a transaction conducted outside of school pursuant to an agreement made in school that would violate the Code of Student Conduct if conducted in school.
5. The conduct involves the theft or vandalism of school property.
6. There is otherwise a nexus between the proximity or timing of the conduct in relation to the student's attendance at school or school-sponsored activities.

Guidelines

Violations of this policy by a student shall result in disciplinary action and may result in confiscation of the electronic device. [3][6][7]

The confiscated item shall not be returned until a conference has been held with a parent/guardian.

Exceptions

The building administrator may grant approval for possession and use of an electronic device by a student for the following reasons:

1. Health, safety or emergency reasons.
2. An individualized education program (IEP).[8]
3. Classroom or instructional-related activities.
4. Other reasons determined appropriate by the building principal. The building administrator may grant approval for possession and use of a telephone paging device/beeper by a student for the following reasons:[2]
 - a) Student is a member of a volunteer fire company, ambulance or rescue squad.
 - b) Student has a need due to the medical condition of an immediate family member.
 - c) Other reasons determined appropriate by the building principal.

FIRE DRILLS

During fire drills, you will proceed quickly, quietly and orderly. Fire exits are indicated with a series of red arrows, each area or room has an assigned route.

Procedures:

1. Fire drills are held monthly in accordance with state law.
2. Learn exit routes from each of your assigned rooms.
3. Students must travel in a single line, and close windows and doors behind them.
4. Proceed to an area, at least 100 feet outside the building, where each teacher will take attendance for their assigned class.
5. All students, faculty, and personnel must leave the building at the sounding of the alarm

GIFTED EDUCATION GUIDELINES (114)

The District provides gifted education services and programs designed to meet the individual educational needs of identified students and implements gifted education as required by law and regulations. These guidelines explain how the district will complete awareness activities and evaluate the effectiveness of gifted services and programs.

Procedures

Awareness Activities

1. The Special Education Director will conduct awareness activities to inform parents/guardians of school-age children residing within the district of the Gifted education services and programs, and how to request these services and programs. Awareness activities include website information, parent trainings/workshops, handbooks, public notices, etc.

Gifted Services

Fairfield Area School District strives to ensure that all our students receive a rigorous and well-rounded education. Each student brings their own unique strengths, interests, and abilities and the complex task of providing expansive opportunities while designing targeted enrichment and accelerated opportunities is a challenge we embrace. We encourage and invite parent collaboration, discussion, and participation. Your advocacy for your children is an integral part of gifted services to ensure our student first mission is fulfilled for every child.

While gifted is not included as one of the disabilities categories under the IDEA 2004, the Pennsylvania State Board of Education's regulations as set forth in Chapter 16, Special Education for Gifted Students, provide that gifted students are considered to be children with exceptionalities and are in need of specially designed instruction.

Under Chapter 16, each school district shall conduct public awareness activities to inform the public of gifted education services and programs and the manner by which to request these services and programs. These awareness activities shall be designed to reach parents of students enrolled in the public schools and parent of children not enrolled in public schools. (District Policy #114-Gifted Education)

Fairfield Area School District has a system to locate and identify all students within the district who are thought to be gifted and in need of specially designed instruction. Our system includes a screening and evaluation process that meets Chapter 16 requirements, to determine students' educational needs. We strive for parents to serve an active role to ensure a process that is meaningful and collaborative for all.

Gifted Screening Process

Fairfield's screening process can be initiated by a teacher or a parent. Fairfield Area School District utilizes a screening tool completed by the school psychologist. It is not considered an IQ test however it is highly correlated with such assessments and is a reliable indication of a person's intellectual capacity. The screening process also includes a review of a student's academic performance based on input from the student's teacher and performance on formal and informal assessments. If the results of the screening indicates intellectual potential and academic performance which exceeds other students in regular education a recommendation may be made for a formal gifted evaluation to determine eligibility for Gifted Services. Parental permission is required for the District to move forward with the screening process. Parent requests for a gifted screening should be issued in writing and provided to the Assistant to the Superintendent for Instructional Support.

Gifted Multidisciplinary Evaluation

Fairfield's evaluation process can be initiated by a teacher or a parent. Fairfield Area School District conducts a comprehensive evaluation completed by the school psychologist to determine if a student is eligible for gifted services as defined by Chapter 16. Parental permission is required for the District to move forward with the evaluation process. Parent requests for a gifted evaluation should be issued in writing and provided to the Assistant to the Superintendent for Instructional Support

For students who are potentially gifted students, the district will take the following steps:

1. Conduct the Gifted Multidisciplinary Evaluation
2. Compile a Gifted Written Report
3. Convene a Gifted Individualized Education program (GIEP) team meeting to determine whether the student is gifted; and,
4. Develop a GIEP if the student is a gifted student.

Gifted Support

At Fairfield Area School District there is a continuum of services that exist for the gifted student. This means that services are based on a student's strength(s), interest(s), and ability (ies). There is no single practice or "program" that matches every student's need, so through the GIEP process, teams determine how to best enrich and accelerate students through various methods.

We implement research-based practices that are designed and implemented based on the needs of our students and the nature of our school/community. This will ensure that students receive an individualized approach based on their strengths and interests. Services include various acceleration and/or enrichment opportunities within the general education setting and, if needed, within a gifted setting that is linked to the district's curriculum. Fairfield has full-time gifted teacher that collaborates with regular education teachers and develops opportunities for gifted students to work with their intellectual peers through hands-on and research projects. Within the classrooms, students are presented with accelerated content and various individual and group extension activities and participate in flexible instructional groups. Additional opportunities include:

- Early entrance to kindergarten based on mental age and individual readiness
- Cluster grouping based on instructional level
- Level, grade and/or subject acceleration with flexible pacing
- Advanced placement and honors courses with earlier-than-normal access
- Independent studies designed to meet a gifted student's long-term interests and expertise in a given area Online courses
- Opportunities for gifted students to work with their peers through flexible grouping and scheduling targeted group time with a Gifted teacher
- Alternative scheduling to support independent needs
- Dual Enrollment/Post-secondary courses

It is our goal to ensure that services:

- Build on individual strengths and interests
- Increase depth of knowledge and problem solving skills through challenging experiences
- Foster maximum development and personal actualization
- Empower students self-awareness and self-advocacy
- Nurture academic, creative, and leadership skills
- Build constructive competition and team work through group/team experiences

Our students are unique individuals with qualities and strengths that will continue to evolve and develop. It is our responsibility to ensure that we provide services that assist students in reaching their maximum potential. A common myth is that students who are gifted will be successful no matter what. While everyone can agree, our students within the gifted program have academic strengths, our students face challenges with their social-emotional development which may reduce their participation/motivation, and stifle their rate of learning. The goals above will provide the necessary services to support student's academic and social-emotional development. Positive, effective collaboration with all stakeholders is essential as we expand our gifted program for years to come.

HAZING (Policy #247)

Definitions

For purposes of this policy hazing is defined as any action or situation which endangers the mental or physical health or safety of a person or which willfully destroys or removes public or private property for the purpose of initiation, or admission into or affiliation with, or as a condition of continued membership in, any organization. The term shall include, but not be limited to:[\[1\]](#)

1. Any brutality of a physical nature, such as whipping, beating, branding;
 2. Exposure to the elements;
 3. Forced consumption of any food, liquor, drug or other substance;
 4. Any other forced physical activity which could adversely affect the physical health and safety of the individual, and shall include any activity which would subject the individual to extreme mental stress, such as sleep deprivation, forced exclusion from social contact, forced conduct which is intended to or could result in humiliation, extreme embarrassment, or any other forced activity which could adversely affect the mental health or dignity of the individual;
- or

For purposes of this policy, any activity, as described above, upon which the initiation or admission into or affiliation with or continued membership in an organization is directly or indirectly conditioned shall be presumed to be "forced" activity, the willingness of an individual to participate in such activity notwithstanding.[\[1\]](#)

For purposes of this policy, student activity or organization is defined as any organization, team, club, society, or group operating under the sanction of or recognized as an organization by the District for the participation of students.

Authority

The Board prohibits hazing in connection with any student activity or organization regardless of whether the conduct occurs on or off school property or outside of school hours.[\[2\]\[3\]\[4\]\[5\]](#)

No student, parent/guardian, coach, sponsor, advisor, volunteer or District employee shall engage in, condone, or ignore any form of hazing.

The Board encourages students who have been subjected to hazing to promptly report such incidents to the building principal.

I.D. BADGES

Students should have ID badges on their person during the school day. If you lose your ID badge the cost is \$10. Failure to comply with the above procedure may result in disciplinary action.

INDIVIDUALS WITH DISABILITIES ACT AND PENNSYLVANIA SPECIAL EDUCATION REGULATIONS AND STANDARDS

Under Federal Law, entitled "Individuals with Disabilities Act" and "Pennsylvania Special Education Regulations and Standards", each exceptional child has the right to a free appropriate education designed to meet the child's learning needs. The term "exceptional" includes children with physical, emotional or mental disabilities and youngsters who are mentally gifted. In order to insure that all exceptional children are identified, Fairfield Area School District conducts certain screening and identification activities throughout the school year.

The Fairfield Area School District utilizes three levels of screening activities: (a) Level I screening includes group-based data such as a review of cumulative records, enrollment records, health records, report cards and group achievement testing; (b) Level II screening includes hearing screening which is conducted in grades K, 1, 2, 3, 7, 11, and all special education classes, vision screening which is conducted in every grade each school year, motor screening which is accomplished through ongoing observations by the regular and physical education teacher, and speech and language screening which is conducted for students about whom there is concern in speech and language skills; and (c) Level III includes Child Study Team screening. The child study team process includes an assessment and intervention procedures which are used to assure that students receive an effective instructional support program, as well as other school services, that will meet their learning needs.

The Fairfield Area School District, along with the Lincoln Intermediate Unit #12, provides specially designed instruction to meet the needs of any exceptional school age student or young child who falls within any of the following exceptional categories and needs special education as determined by an IEP team: (a) autism; pervasive development disorder, (b) serious emotional disturbance, (c) neurological impairment, (d) deafness/hearing impairment, (e) specific learning disability, (f) mental retardation, (g) multi-handicap, (h) other health impairment, (i) speech impairment, (k) blindness/vision impairment, (l) mental giftedness. Related services such as transportation or any developmental, corrective, or supportive service needed to assist an exceptional student to benefit from special education are also provided. In addition, extended school year programming is available for those students who need continuing instruction in the areas of self-sufficiency and basic communication in order to maintain skills which have already been mastered.

If an individual chooses to request that the Fairfield Area School District initiate screening or MDE evaluation activities for a child, he or she should contact the building principal or the special education office and the necessary paperwork will be provided.

The School District is required to protect the confidentiality of any personally identifiable information that is collected regarding a student. For additional information please refer to Policy #113.4.

LIBRARY SERVICES

GENERAL:

1. The library is open from 8:00 a.m. until 3:00 p.m. each day school is in session.
2. Books may be checked out for a two-week period and are renewable.
3. Reference materials may be checked-out overnight.
4. A fine of \$.05 per day is charged for overdue books, magazines, and vertical file materials.
5. Reference books and A/V materials not returned by 7:55 a.m. will be subjected to \$.50 fine.
6. Five daily newspapers and 95 weekly or monthly periodicals are available for use in the library with back files of five years.

STUDENTS:

1. Students must obtain a library pass from the library before 7:55 AM each day. Seniors arriving after 1st block and Juniors arriving after IL block from Tech Prep are encouraged to obtain a library pass the previous day.

2. Students entering the library from a class or Instructional Lab must present a pass stating the date, time, and teacher's name.
3. Students may use the library after school without a pass.

LOCKERS

All lockers are the property of the Fairfield Area School District and are loaned to students for their use. All lockers are subject to inspection by the administration. All lockers will be secured by a lock supplied by the school. Lost locks will be charged to students at \$8.00 per lock. Students will be billed for damages and graffiti to their assigned locker at the end of the school year. No change in lockers will be made except by administrative assignment.

LOST AND FOUND

The lost and found department is located in the high school office. Lost articles may be claimed at the office during the student's free time. Articles unclaimed after a thirty (30) day period will not be retained. Lost books will be returned to classrooms after five (5) days in lost and found.

NONDISCRIMINATION in EMPLOYMENT PRACTICES (Policy #104)

Authority

The Board declares it to be the policy of this district to provide to all persons equal access to all categories of employment in this district, regardless of race, color, age, creed, religion, sex, sexual orientation, ancestry, national origin, marital status, genetic information, pregnancy or handicap/disability. The district shall make reasonable accommodations for identified physical and mental impairments that constitute disabilities, consistent with the requirements of federal and state laws and regulations.[\[1\]](#)[\[2\]](#)[\[3\]](#)[\[4\]](#)[\[5\]](#)[\[6\]](#)[\[7\]](#)[\[8\]](#)[\[9\]](#)[\[10\]](#)[\[11\]](#)[\[12\]](#)[\[13\]](#)[\[14\]](#)

The Board encourages employees and third parties who believe they or others have been subject to discrimination to promptly report such incidents to designated employees.

The Board directs that verbal and written complaints of discrimination shall be investigated promptly, and appropriate corrective action be taken when allegations are substantiated. The Board directs that any complaint of discrimination brought pursuant to this policy shall also be reviewed for conduct which may not be proven discriminatory under this policy but merits review and possible action under other Board policies.

Confidentiality

Confidentiality of all parties, witnesses, the allegations, the filing of a complaint, and the investigation shall be handled in accordance with this policy and the district's legal and investigative obligations.

Retaliation

The Board prohibits retaliation against any person for making a report of discrimination or participating in a related investigation or hearing, or opposing practices the person reasonably believes to be discriminatory. A complaint of retaliation shall be handled in the same manner as a complaint of discrimination.

Definitions

Discriminatory Harassment

Harassment by students, employees or third parties on the basis of race, color, age, creed, religion, sex, sexual orientation, ancestry, national origin, marital status, genetic information, pregnancy or handicap/disability is a form of discrimination and is subject to this policy. A person who is not necessarily an intended victim or target of such harassment but is adversely affected by the offensive conduct may file a report of discrimination on his/her own behalf.[\[8\]](#)[\[15\]](#)[\[16\]](#)[\[17\]](#)[\[18\]](#)[\[19\]](#)

For purposes of this policy, harassment shall consist of unwelcome conduct such as graphic, written, electronic, verbal or nonverbal acts including offensive jokes, slurs, epithets and name-calling, ridicule or mockery, insults or put-downs, offensive objects or pictures, physical assaults or threats, intimidation, or other conduct that may be harmful or humiliating or interfere with a person's work performance and which relates to an individual's or group's race, color, age, creed, religion, sex, sexual orientation, ancestry, national origin, marital status, genetic information, pregnancy or handicap/disability when such conduct is:

1. Sufficiently severe, persistent or pervasive; and
2. A reasonable person in the complainant's position would find that it creates an intimidating, threatening or abusive work environment such that it deprives or adversely interferes with or limits an individual or group of the ability to participate in or benefit from the services, activities or opportunities offered by a school.

For purposes of this policy, sexual harassment shall consist of unwelcome sexual advances; requests for sexual favors; and other inappropriate verbal, nonverbal, written, electronic, graphic or physical conduct of a sexual nature when:

1. Submission to such conduct is made explicitly or implicitly a term or condition of an employee's status; or
2. Submission to or rejection of such conduct is used as the basis for employment-related decisions affecting an employee; or
3. Such conduct is sufficiently severe, persistent or pervasive that a reasonable person in the complainant's position would find that it unreasonably interferes with the complainant's performance at work or otherwise creates an intimidating, hostile, or offensive working environment such that it alters the complainant's working conditions.

Delegation of Responsibility

In order to maintain a program of nondiscrimination practices that is in compliance with applicable laws and regulations, the Board designates the Middle School Principal as the district's Compliance Officer. All nondiscrimination notices or information shall include the position, office address, telephone number and email address of the Compliance Officer.

The Compliance Officer shall publish and disseminate this policy and complaint procedure at least annually to students, parents/guardians, employees and the public to notify them of where and how to initiate complaints under this policy.

The Compliance Officer shall be responsible to ensure adequate nondiscrimination procedures are in place, to recommend new procedures or modifications to procedures and to monitor the implementation of nondiscrimination procedures in the following areas:

1. Review - Review of personnel practices and actions for discriminatory bias and compliance with laws against discrimination to include monitoring and recommending corrective measures when appropriate to written position qualifications, job descriptions and essential job functions; recruitment materials and practices; procedures for screening applicants; application and interviewing practices for hiring and promotions; district designed performance evaluations; review of planned employee demotions, non-renewal of contracts, and proposed employee disciplinary actions up to and including termination.
2. Training - Provision of training for supervisors and staff to prevent, identify and alleviate problems of employment discrimination.
3. Resources - Maintain and provide information to staff on resources available to alleged victims in addition to the school complaint procedure such as making reports to the police, available assistance from domestic violence or rape crisis programs, and community health resources including counseling resources.
4. Complaints - Monitor and provide technical assistance to building principals or designees in processing complaints. The building principal or supervisor shall be responsible to promptly complete the following duties upon receipt of a report of discrimination or retaliation from employees or third parties:
 1. If the building principal or supervisor is the subject of the complaint, refer the complainant to the Compliance Officer to carry out these responsibilities.
 2. Inform the employee or third party about this policy including the right to an investigation of both verbal and written complaints of discrimination.
 3. Provide relevant information on resources available in addition to the school complaint procedure such as making reports to the police, available assistance from domestic violence and rape crisis programs, and community health resources including counseling resources.
 4. Immediately notify the Compliance Officer of the complaint. The Compliance Officer shall assess whether the investigation should be conducted by the building principal, another employee, the Compliance Officer or an attorney and shall promptly assign the investigation to that individual.

5. After consideration of the allegations and in consultation with the Compliance Officer and other appropriate individuals, promptly implement interim measures as appropriate to protect the complainant and others as necessary from violation of this policy during the course of the investigation

Guidelines

Complaint Procedure – Employee/Third Party

Step 1 – Reporting

An employee or third party who believes s/he has been subject to conduct by any student, employee or third party that constitutes a violation of this policy is encouraged to immediately report the matter to the building principal or supervisor. Any person with knowledge of conduct which may violate this policy, is encouraged to immediately report the matter to the building principal or supervisor.

If the building principal or supervisor is the subject of a complaint, the employee or third party shall report the incident directly to the Compliance Officer. The complainant or reporting employee may be encouraged to use the district's report form, available from the building principal, supervisor or Compliance Officer, or to put the complaint in writing; however, oral complaints shall be accepted, documented and the procedures of this policy implemented. The person accepting the verbal or written complaint may provide factual information on the complaint and the investigative process, the impact of choosing to seek confidentiality and the right to file criminal charges. In all other respects, the person accepting the complaint shall handle the report objectively, neutrally and professionally, setting aside personal biases that might favor or disfavor the complainant or those accused of a violation of this policy.

Step 2 – Investigation

Where an attorney is not used to conduct an investigation into a discrimination complaint, only individuals who have received basic training on the applicable law, this policy and how to conduct a discrimination investigation shall be authorized to conduct an investigation of a complaint made pursuant to this policy.

The investigator shall work with the Compliance Officer to assess the anticipated scope of the investigation, who needs to be interviewed and what records may be relevant to the investigation.

The investigator shall conduct an adequate, reliable and impartial investigation. The complainant and the accused shall be provided the opportunity to present witnesses and other evidence during the course of the investigation. When the initial complaint involves allegations relating to conduct which took place outside of school or school-sponsored activities, the investigation may include inquiries related to these allegations to determine whether they resulted in continuing effects such as harassment in school settings.

The investigation may consist of individual interviews with the complainant, the accused, and others with knowledge relative to the allegations. The investigator may also evaluate any other information and materials relevant to the investigation. The person reporting the alleged discrimination, parties, parents/guardians and witnesses shall be informed of the prohibition against retaliation for anyone's participation in the process and that conduct believed to be retaliatory should be reported. All individuals providing statements or other information or participating in the investigation shall be instructed to keep the matter confidential and to report any concerns about confidentiality to the investigator.

If the investigation reveals that the conduct being investigated may involve a violation of criminal law, the investigator shall promptly notify the Compliance Officer, who shall promptly inform law enforcement authorities about the allegations.

The obligation to conduct this investigation shall not be negated by the fact that a criminal or child protective services investigation of the allegations is pending or has been concluded. The investigator should coordinate with any other ongoing investigations of the allegations, including agreeing to requests for a short delay in fulfilling the district's investigative responsibilities during the fact-finding portion of a criminal or child protective services investigation. Such delays shall not extend beyond the time necessary to prevent interference with or disruption of the criminal or child protective services investigation.

Step 3 – Investigative Report

The investigator shall prepare and submit a written report to the Compliance Officer within twenty (20) days of the initial report of alleged discrimination, unless the nature of the allegations, anticipated extent of the investigation or the availability of witnesses requires the investigator and the Compliance Officer to establish a different due date. The parties shall be notified of the anticipated date the investigative report will be completed and of any changes to the anticipated due date during the course of the investigation.

The report shall include a summary of the investigation, a determination of whether the complaint has been substantiated as factual, the information and evaluation that formed the basis for this determination, whether the conduct violated this policy and any other violation of law or Board policy which may warrant further district action, and a recommended disposition of the complaint. An investigation into discriminatory harassment or sexual harassment shall consider the record as a whole and the totality of circumstances in determining whether a violation of this policy has occurred, recognizing that persistent and pervasive conduct, when taken together, may be a violation even when the separate incidents are not severe.

The complainant and the accused shall be informed of the outcome of the investigation, including the recommended disposition within a reasonable time of the submission of the written report. The accused shall not be notified of the individual remedies offered or provided to the complainant.

Step 4 – District Action

If the investigation results in a finding that some or all of the allegations of the complaint are established and constitute a violation of this policy, the district shall take prompt, corrective action designed to ensure that such conduct ceases and that no retaliation occurs. The district shall promptly take appropriate steps to prevent the recurrence of the prohibited conduct and to address the discriminatory effect the prohibited conduct had on the complainant and the school or school program environment. District staff shall document the corrective action taken and, where not prohibited by law, inform the complainant. The Compliance Officer shall follow up by assessing the effectiveness of the corrective action at reasonable intervals.

If an investigation results in a finding that a different law or Board policy was violated separately from or in addition to violations of this policy, or that there are circumstances warranting further action, such matters shall be addressed at the conclusion of this investigation or through disciplinary or other appropriate referrals where further evaluation or investigation is necessary.

Disciplinary actions shall be consistent with Board policies and administrative regulations, district procedures, applicable collective bargaining agreements, and state and federal laws.

Appeal Procedure

1. If the complainant or the accused is not satisfied with a finding made pursuant to the policy or with recommended corrective action, s/he may submit a written appeal to the Compliance Officer within fifteen (15) days. If the Compliance Officer investigated the complaint, such appeal shall be made to the Superintendent.
2. The individual receiving the appeal shall review the investigation and the investigative report and may also conduct or designate another person to conduct a reasonable supplemental investigation to assess the sufficiency and propriety of the prior investigation.
3. The person handling the appeal shall prepare a written response to the appeal within twenty (20) days. Copies of the response shall be provided to the complainant, the accused and the investigator who conducted the initial investigation.

NONDISCRIMINATION IN SCHOOL and CLASSROOM PRACTICES (Policy #103)

Authority

The Board declares it to be the policy of this district to provide an equal opportunity for all students to achieve their maximum potential through the programs offered in the schools without discrimination on the basis of race, color, age, creed, religion, sex, sexual orientation, ancestry, national origin, marital status, pregnancy or handicap/disability. [1](#)[2](#)[3](#)[4](#)[5](#)[6](#)[7](#)[8](#)[9](#)[10](#)[11](#)[12](#)[13](#)[14](#)[15](#)[16](#)[17](#)[18](#)[19](#)[20](#)

The district strives to maintain a safe, positive learning environment for all students that is free from discrimination. Discrimination is inconsistent with the educational and programmatic goals of the district and is prohibited on school grounds, at school-sponsored activities and on any conveyance providing transportation to or from a school entity or school-sponsored activity.

The district shall provide to all students, without discrimination, course offerings, counseling, assistance, services, employment, athletics and extracurricular activities. The district shall make reasonable accommodations for identified physical and mental impairments that constitute handicaps and disabilities, consistent with the requirements of federal and state laws and regulations.

The Board encourages students and third parties who believe they or others have been subject to discrimination to promptly report such incidents to designated employees, even if some elements of the related incident took place or originated away from school grounds, school activities or school conveyances.

The Board directs that verbal and written complaints of discrimination shall be investigated promptly, and appropriate corrective or preventative action be taken when allegations are substantiated. The Board directs that any complaint of discrimination brought pursuant to this policy shall also be reviewed for conduct which may not be proven discriminatory under this policy but merits review and possible action under other Board policies.

Confidentiality

Confidentiality of all parties, witnesses, the allegations, the filing of a complaint and the investigation shall be handled in accordance with this policy and the district's legal and investigative obligations.

Retaliation

The Board prohibits retaliation against any person for making a report of discrimination or participating in a related investigation or hearing, or opposing practices the person reasonably believes to be discriminatory. A complaint of retaliation shall be handled in the same manner as a complaint of discrimination.

Definitions

Discriminatory Harassment

Harassment by students, employees or third parties on the basis of race, color, age, creed, religion, sex, sexual orientation, ancestry, national origin, marital status, pregnancy, handicap/disability or for participation in reports or investigations of alleged discrimination is a form of discrimination and is subject to this policy. A person who is not necessarily an intended victim or target of such harassment but is adversely affected by the offensive conduct may file a report of discrimination on his/her own behalf. [\[21\]\[22\]](#)[\[23\]\[24\]](#)[\[25\]\[26\]](#)

For purposes of this policy, harassment shall consist of unwelcome conduct such as graphic, written, electronic, verbal or nonverbal acts including offensive jokes, slurs, epithets and name-calling, ridicule or mockery, insults or put-downs, offensive objects or pictures, physical assaults or threats, intimidation, or other conduct that may be harmful or humiliating or interfere with a person's school or school-related performance and which relates to an individual's or group's race, color, age, creed, religion, sex, sexual orientation, ancestry, national origin, marital status, pregnancy or handicap/disability when such conduct is:

1. Sufficiently severe, persistent or pervasive; and
2. A reasonable person in the complainant's position would find that it creates an intimidating, threatening or abusive educational environment such that it deprives or adversely interferes with or limits an individual or group of the ability to participate in or benefit from the services, activities or opportunities offered by a school.

Sexual Harassment

Sexual harassment is a form of discrimination on the basis of sex and is subject to this policy. For purposes of this policy, sexual harassment shall consist of unwelcome sexual advances; requests for sexual favors; and other inappropriate verbal, nonverbal, written, graphic or physical conduct of a sexual nature when:

1. Submission to such conduct is made explicitly or implicitly a term or condition of a student's status in any educational or other programs offered by a school; or
2. Submission to or rejection of such conduct is used as the basis for educational or other program decisions affecting a student; or
3. Such conduct deprives a student or group of individuals of educational aid, benefits, services or treatment; or
4. Such conduct is sufficiently severe, persistent or pervasive that a reasonable person in the complainant's position would find that it unreasonably interferes with the complainant's performance in school or school-related programs, or otherwise creates an intimidating, hostile, or offensive school or school-related environment such that it unreasonably interferes with the complainant's access to or participation in school or school-related programs.

Federal law declares sexual violence a form of sexual harassment. Sexual violence means physical or sexual acts perpetrated against a person's will or where a person is incapable of giving consent due to the victim's use of drugs or alcohol. An individual may also be unable to give consent due to an intellectual or other disability. Sexual violence includes but is not limited to rape, sexual assault, sexual battery and sexual coercion.

Delegation of Responsibility

In order to maintain a program of nondiscrimination practices that is in compliance with applicable laws and regulations, the Board designates the Middle School Principal as the district's Compliance Officer. All nondiscrimination notices or information shall include the position, office address, telephone number and email address of the Compliance Officer.

The Compliance Officer shall publish and disseminate this policy and complaint procedure at least annually to students, parents/guardians, employees and the public to notify them of where and how to initiate complaints under this policy.

The Compliance Officer is responsible to ensure adequate nondiscrimination procedures are in place, to recommend new procedures or modifications to procedures and to monitor the implementation of the district's nondiscrimination procedures in the following areas:

1. Curriculum and Materials - Review of curriculum guides, textbooks and supplemental materials for discriminatory bias.
2. Training - Provision of training for students and staff to prevent, identify and alleviate problems of discrimination.
3. Resources - Maintain and provide information to staff on resources available to alleged victims in addition to the school complaint procedure, such as making reports to the police, available assistance from domestic violence or rape crisis programs and community health resources including counseling resources.
4. Student Access - Review of programs, activities and practices to ensure that all students have equal access and are not segregated except when permissible by law or regulation.
5. District Support - Assurance that like aspects of the school program receive like support as to staffing and compensation, facilities, equipment, and related areas.
6. Student Evaluation - Review of tests, procedures, and guidance and counseling materials for stereotyping and discrimination.
7. Complaints - Monitor and provide technical assistance to building principals or designee in processing complaints.

The building principal or designee shall be responsible to promptly complete the following duties upon receipt of a report of discrimination or retaliation from a student, employee or third party:

1. If the building principal is the subject of the complaint, refer the complainant to the Compliance Officer to carry out these responsibilities.
2. Inform the complainant about this policy including the right to an investigation of both oral and written complaints of discrimination.
3. Obtain consent from parents/guardians to initiate an investigation where the complainant or alleged victim is under age eighteen (18). Inform parents/guardians and students who are complainants or accused of violating this policy that s/he may be accompanied by a parent/guardian during all steps of the complaint procedure.
4. Provide relevant information on resources available in addition to the school complaint procedure, such as making reports to the police, available assistance from domestic violence or rape crisis programs and community health resources including counseling resources.
5. Immediately notify the Compliance Officer of the complaint. The Compliance Officer shall assess whether the investigation should be conducted by the building principal, another district employee, the Compliance Officer or an attorney and shall promptly assign the investigation to that individual.
6. After consideration of the allegations and in consultation with the Compliance Officer and other appropriate individuals, promptly implement interim measures as appropriate to protect the complainant and others as necessary from violation of this policy during the course of the investigation.

Guidelines

Complaint Procedure – Student/Third Party

Step 1 – Reporting

A student or third party who believes s/he has been subject to conduct by any student, employee or third party that constitutes a violation of this policy is encouraged to immediately report the incident to the building principal. Any person with knowledge of conduct that may violate this policy, is encouraged to immediately report the matter to the building principal.

A school employee who suspects or is notified that a student has been subject to conduct that constitutes a violation of this policy shall immediately report the incident to the building principal, as well as properly making any mandatory police or child protective services reports required by law.[27]

If the building principal is the subject of a complaint, the student, third party or employee shall report the incident directly to the Compliance Officer.

The complainant or reporting employee may be encouraged to use the district's report form, available from the building principal or Compliance Officer, or to put the complaint in writing; however, oral complaints shall be accepted, documented and the procedures of this policy implemented. The person accepting the verbal or written complaint may provide factual information on the complaint and the investigative process, the impact of choosing to seek confidentiality and the right to file criminal charges. In all other respects, the person accepting the complaint shall handle the report objectively, neutrally and professionally, setting aside personal biases that might favor or disfavor the complainant or those accused of a violation of this policy.

Step 2 – Investigation

Where an attorney is not used to conduct an investigation into a discrimination complaint, only individuals who have received basic training on the applicable law, this policy and how to conduct a proper investigation shall be authorized to conduct an investigation of a complaint made pursuant to this policy.

The investigator shall work with the Compliance Officer to assess the anticipated scope of the investigation, who needs to be interviewed and what records may be relevant to the investigation.

The investigator shall conduct an adequate, reliable and impartial investigation. The complainant and the accused shall be provided the opportunity to present witnesses and other evidence during the course of the investigation. When the initial complaint involves allegations relating to conduct which took place away from school property, school-sponsored activities or school conveyances, the investigation may include inquiries related to these allegations to determine whether they resulted in continuing effects such as harassment in school settings.

The investigation may consist of individual interviews with the complainant, the accused, and others with knowledge relative to the allegations. The investigator may also evaluate any other information and materials relevant to the investigation. The person making the report, parties, parents/guardians and witnesses shall be informed of the prohibition against retaliation for anyone's participation in the process and that conduct believed to be retaliatory should be reported. All individuals providing statements or other information or participating in the investigation shall be instructed to keep the matter confidential and to report any concerns about confidentiality to the investigator.

If the investigation reveals that the conduct being investigated may involve a violation of criminal law, the investigator shall promptly notify the Compliance Officer, who shall promptly inform law enforcement authorities about the allegations.[27][28][29]

The obligation to conduct this investigation shall not be negated by the fact that a criminal or child protective services investigation of the allegations is pending or has been concluded. The investigator should coordinate with any other ongoing investigations of the allegations, including agreeing to requests for a short delay in fulfilling the district's investigative responsibilities during the fact-finding portion of a criminal or child protective services investigation. Such delays shall not extend beyond the time necessary to prevent interference with or disruption of the criminal or child protective services investigation.

Step 3 – Investigative Report

The investigator shall prepare and submit a written report to the Compliance Officer within twenty (20) days of the initial report of alleged discrimination, unless the nature of the allegations, anticipated extent of the investigation or the availability of witnesses requires the investigator and the Compliance Officer to establish a different due date. The parties shall be notified of the anticipated date the investigative report will be completed and of any changes to the anticipated due date during the course of the investigation.

The report shall include a summary of the investigation, a determination of whether the complaint has been substantiated as factual, the information and evaluation that formed the basis for this determination, whether the conduct violated this policy and of any other violations of law or Board policy which may warrant further district action, and a recommended disposition of the complaint. An investigation into discriminatory harassment or sexual harassment shall consider the record as a whole and the

totality of circumstances in determining whether a violation of this policy has occurred, recognizing that persistent and pervasive conduct, when taken together, may be a violation even when the separate incidents are not severe.

The complainant and the accused shall be informed of the outcome of the investigation, including the recommended disposition within a reasonable time of the submission of the written report. The accused shall not be notified of the individual remedies offered or provided to the complainant.

Step 4 – District Action

If the investigation results in a finding that some or all of the allegations of the complaint are established and constitute a violation of this policy, the district shall take prompt, corrective action designed to ensure that such conduct ceases and that no retaliation occurs. The district shall promptly take appropriate steps to prevent the recurrence of the prohibited conduct and to address the discriminatory effect the prohibited conduct had on the complainant and the school or school program environment. District staff shall document the corrective action taken and, where not prohibited by law, inform the complainant. The Compliance Officer shall follow up by assessing the effectiveness of the corrective action at reasonable intervals.

If an investigation results in a finding that a different policy was violated separately from or in addition to violations of this policy, or that there are circumstances warranting further action, such matters shall be addressed at the conclusion of this investigation or through disciplinary or other appropriate referrals where further evaluation or investigation is necessary.

Disciplinary actions shall be consistent with the Code of Student Conduct, Board policies and administrative regulations, district procedures, applicable collective bargaining agreements, and state and federal laws.

Appeal Procedure

1. If the complainant or the accused is not satisfied with a finding made pursuant to the policy or with recommended corrective action, s/he may submit a written appeal to the Compliance Officer within fifteen (15) days. If the Compliance Officer investigated the complaint, such appeal shall be made to the Superintendent.
2. The individual receiving the appeal shall review the investigation and the investigative report and may also conduct or designate another person to conduct a reasonable supplemental investigation to assess the sufficiency and propriety of the prior investigation.
3. The person handling the appeal shall prepare a written response to the appeal within twenty (20) days. Copies of the response shall be provided to the complainant, the accused and the investigator who conducted the initial investigation.

NONDISCRIMINATION – QUALIFIED STUDENTS WITH DISABILITIES (Policy 103.1)

Authority

The Board declares it to be the policy of this district to ensure that all district programs and practices are free from discrimination against all qualified students with disabilities. The Board recognizes its responsibility to provide academic and nonacademic services and programs equally to students with and without disabilities. [\[1\]](#)[\[2\]](#)[\[3\]](#)[\[4\]](#)[\[5\]](#)[\[6\]](#)[\[7\]](#)[\[8\]](#)[\[9\]](#)[\[10\]](#)

The district shall provide to each qualified student with a disability enrolled in the district, without cost to the student or parent/guardian, a free and appropriate public education (FAPE). This includes provision of education and related aids, services, or accommodations which are needed to afford each qualified student with a disability equal opportunity to participate in and obtain the benefits from educational programs and extracurricular activities without discrimination, to the same extent as each student without a disability, consistent with federal and state laws and regulations.

The Board encourages students and parents/guardians who believe they have been subjected to discrimination or harassment to promptly report such incidents to designated employees.

The Board directs that complaints of discrimination or harassment shall be investigated promptly, and corrective action be taken for substantiated allegations. Confidentiality of all parties shall be maintained, consistent with the district's legal and investigative obligations.

The district shall not intimidate, threaten, coerce, discriminate or retaliate against any individual for the purpose of interfering with any right or privilege secured by this policy.

Definitions

Qualified student with a disability - a student who has a physical or mental disability which substantially limits or prohibits participation in or access to an aspect of the district's educational programs, nonacademic services or extracurricular activities. [\[11\]](#)[\[12\]](#)

Section 504 Team - a group of individuals who are knowledgeable about the student, the meaning of the evaluation data and the placement options for the student. This could include, as appropriate, documentation or input from classroom teachers, counselors, psychologists, school nurses, outside care providers and the student's parents/guardians. [\[3\]](#)[\[8\]](#)

Section 504 Service Agreement (Service Agreement) - an individualized plan for a qualified student with a disability which sets forth the specific related aids, services, or accommodations needed by the student, which shall be implemented in school, in transit to and from school, and in all programs and procedures, so that the student has equal access to the benefits of the school's educational programs, nonacademic services, and extracurricular activities. [\[13\]](#)

Disability harassment - intimidation or abusive behavior toward a student based on disability that creates a hostile environment by interfering with or denying a student's participation in or receipt of benefits, services, or opportunities in the school's educational programs, nonacademic services, or extracurricular activities. [\[10\]](#)

Delegation of Responsibility

In order to maintain a program of nondiscrimination practices that is in compliance with applicable law and regulations, the Board designates the Assistant to the Superintendent for Instructional Services as the district's Section 504 Coordinator. [\[14\]](#)

In addition, each school within the district shall have a Section 504 building administrator.

The district shall publish and disseminate this policy and complaint procedure on or before the first day of each school year by posting it on the district's website, and a copy provided to parents/guardians. The district shall notify parents/guardians of students residing in the district of the district's responsibilities under applicable law and regulations, and that the district does not discriminate against qualified individuals with disabilities. [\[15\]](#)[\[16\]](#)

Guidelines

Identification and Evaluation

The district shall conduct an annual child find campaign to locate and identify every district student with a disability thought to be eligible for Section 504 services and protections. The district may combine this search with the district's IDEA child find efforts, in order to not duplicate efforts. [\[16\]](#)[\[17\]](#)

If a parent/guardian or the district has reason to believe that a student should be identified as a qualified student with a disability, should no longer be identified as a qualified student with a disability, or requires a change in or modification of the student's current Service Agreement, the parent/guardian or the district shall provide the other party with written notice. [\[18\]](#)[\[19\]](#)[\[20\]](#)

The district shall establish standards and procedures for initial evaluations and periodic re-evaluations of students who need or are believed to need related services because of a disability. [\[20\]](#)

The district shall specifically identify the procedures and types of tests used to evaluate a student, and provide the parent/guardian the opportunity to give or withhold consent to the proposed evaluation(s) in writing. [\[20\]](#)

The district shall establish procedures for evaluation and placement that assure tests and other evaluation materials:

1. Have been validated and are administered by trained personnel.
2. Are tailored to assess educational need and are not based solely on IQ scores.
3. Reflect aptitude or achievement or anything else the tests purport to measure and do not reflect the student's impaired sensory, manual or speaking skills (except where those skills are what is being measured). Service Agreement

If a student is determined to be a qualified student with a disability, the district shall develop a written Service Agreement for the delivery of all appropriate aids, services, or accommodations necessary to provide the student with FAPE. [\[13\]](#)

The district shall not implement a Service Agreement until the written agreement is executed by a representative of the district and a parent/guardian. [\[13\]](#)

The district shall not modify or terminate a student's current Service Agreement without the parent's/guardian's written consent. [\[18\]](#)

Educational Programs/Nonacademic Services/Extracurricular Activities

The district shall educate a qualified student with a disability with students who are not disabled to the maximum extent appropriate to the needs of the student with a disability. A qualified student with a disability shall be removed from the regular educational environment only when the district determines that educating the student in the regular educational environment with the use of related aids, services, or accommodations cannot be achieved satisfactorily. Placement in a setting other than the regular educational environment shall take into account the proximity of the alternative setting to the student's home. [\[21\]](#)[\[22\]](#)

The district shall not discriminate against any qualified student with a disability in its provision of nonacademic services and extracurricular activities, including but not limited to, counseling services, athletics, transportation, health services, recreational activities, special interest groups or clubs, and referrals to agencies which provide assistance to individuals with disabilities. [\[21\]](#)[\[22\]](#)[\[23\]](#)[\[24\]](#)[\[25\]](#)[\[26\]](#)[\[27\]](#)

Parental Involvement

Parents/Guardians have the right to inspect and review all relevant school records of the student, meet with the appropriate school officials to discuss any and all issues relevant to the evaluation and accommodations of their child, and give or withhold their written consent to the evaluation and/or the provision of services. [\[13\]](#)[\[19\]](#)[\[20\]](#)[\[28\]](#)

Confidentiality of Student Records

All personally identifiable information regarding a qualified student with a disability shall be treated as confidential and disclosed only as permitted by the Family Educational Rights and Privacy Act (FERPA) and its implementing regulations, state regulations, and Board policy. [\[29\]](#)[\[30\]](#)

Discipline

When necessary, the district shall discipline qualified students with disabilities in accordance with state and federal laws and regulations and Board policies. [\[31\]](#)[\[32\]](#)

Referral to Law Enforcement and Reporting Requirements

For reporting purposes, the term incident shall mean an instance involving an act of violence; the possession of a weapon; the possession, use, or sale of a controlled substance or drug paraphernalia as defined in the Pennsylvania Controlled Substance, Drug, Device and Cosmetic Act; the possession, use, or sale of alcohol or tobacco; or conduct that constitutes an offense listed under the Safe Schools Act. [\[33\]](#)[\[34\]](#)[\[35\]](#)

The Superintendent or designee shall immediately report required incidents and may report discretionary incidents committed on school property, at any school-sponsored activity or on a conveyance providing transportation to or from a school or school-sponsored activity by a qualified student with a disability, including a student for whom an evaluation is pending, to the local police department that has jurisdiction over the school's property, in accordance with state and federal laws and regulations, the procedures set forth in the memorandum of understanding with local law enforcement, and Board policies. The Superintendent or designee shall respond in a manner that is consistent with the student's Service Agreement and Behavior Support Plan, if applicable. [\[11\]](#)[\[13\]](#)[\[21\]](#)[\[29\]](#)[\[31\]](#)[\[33\]](#)[\[36\]](#)[\[37\]](#)[\[38\]](#)[\[39\]](#)[\[40\]](#)[\[41\]](#)[\[42\]](#)[\[43\]](#)[\[44\]](#)[\[45\]](#)[\[46\]](#)

In making a determination of whether to notify the local police department of a discretionary incident committed by a qualified student with a disability, including a student for whom an evaluation is pending, the Superintendent or designee shall use the same criteria used for students who do not have a disability. [\[10\]](#)[\[37\]](#)[\[46\]](#)[\[47\]](#)

For a qualified student with a disability who does not have a Behavior Support Plan as part of the student's Service Agreement, subsequent to notification to law enforcement, the district, in consultation with the student's parent/guardian, shall consider whether a Behavior Support Plan should be developed as part of the Service Agreement to address the student's behavior. [\[13\]](#)[\[38\]](#)

In accordance with state law, the Superintendent shall annually, by July 31, report to the Office for Safe Schools on the required form all new incidents committed by qualified students with disabilities, including students for whom an evaluation is pending, which occurred on school property, at any school-sponsored activity or on a conveyance providing transportation to or from a school or school-sponsored activity. [\[34\]](#)[\[46\]](#)

PROCEDURAL SAFEGUARDS

The district shall establish and implement a system of procedural safeguards that includes notice of rights to the parent/guardian of a student suspected of being a qualified student with a disability, an opportunity for the parent/guardian to review relevant records, an impartial hearing with an opportunity for participation by the student's parent/guardian, and a review procedure. [\[28\]](#)[\[48\]](#)

A student or parent/guardian filing a claim of discrimination need not exhaust these procedures prior to initiating court action under Section 504. [\[19\]](#)

Parental Request for Assistance

Parents/Guardians may file a written request for assistance with the Pennsylvania Department of Education (PDE) if one (1) or both of the following apply: [\[28\]](#)

1. The district is not providing the related aids, services and accommodations specified in the student's Service Agreement.
2. The district has failed to comply with the procedures and state regulations.

PDE shall investigate and respond to requests for assistance and, unless exceptional circumstances exist, shall, within sixty (60) calendar days of receipt of the request, send to the parents/guardians and district a written response to the request. The response to the parents'/guardians' request shall be in the parents'/guardians' native language or mode of communication. [\[28\]](#)
Informal Conference

At any time, parents/guardians may file a written request with the district for an informal conference with respect to the identification or evaluation of a student, or the student's need for related aids, services or accommodations. Within ten (10) school days of receipt of the request, the district shall convene an informal conference. At the conference, every effort shall be made to reach an amicable agreement. [\[28\]](#)

Formal Due Process Hearing

If the matters raised by the district or parents/guardians are not resolved at the informal conference, the district or parents/guardians may submit a written request for an impartial due process hearing. The hearing shall be held before an impartial hearing officer and shall be conducted in accordance with state regulations. [\[28\]](#)[\[49\]](#)

Judicial Appeals

The decision of the impartial hearing officer may be appealed to a court of competent jurisdiction.[\[28\]](#)

COMPLAINT PROCEDURE

This complaint procedure is in addition to and does not prevent parents/guardians from using any option in the procedural safeguards system.[\[10\]](#)

Step 1 – Reporting

A student or parent/guardian who believes s/he has been subject to conduct by any student, employee or third party that constitutes a violation of this policy is encouraged to immediately report the incident to the Section 504 building administrator. Any person with knowledge of conduct that may violate this policy, is encouraged to immediately report the matter to the Section 504 building administrator.

A school employee who suspects or is notified that a student has been subject to conduct that constitutes a violation of this policy shall immediately report the incident to the Section 504 building administrator, as well as properly making any mandatory police or child protective services reports required by law.[\[50\]](#)

If the Section 504 building administrator is the subject of a complaint, the student, parent/guardian or employee shall report the incident directly to the district's Section 504 Coordinator.

The complainant or reporting employee may be encouraged to use the district's report form, available from the Section 504 building administrator or Section 504 Coordinator, or to put the complaint in writing; however, oral complaints shall be accepted, documented and the procedures of this policy implemented. The person accepting the verbal or written complaint may provide factual information on the complaint and the investigative process, the impact of choosing to seek confidentiality and the right to file criminal charges. In all other respects, the person accepting the complaint shall handle the report objectively, neutrally and professionally, setting aside personal biases that might favor or disfavor the complainant or those accused of a violation of this policy.

Step 2 – Investigation

Where an attorney is not used to conduct an investigation into a discrimination complaint, only individuals who have received basic training on the applicable law, this policy and how to conduct a proper investigation shall be authorized to conduct an investigation of a complaint made pursuant to this policy.

The investigator shall work with the Section 504 Coordinator to assess the anticipated scope of the investigation, who needs to be interviewed and what records may be relevant to the investigation.

The investigator shall conduct an adequate, reliable and impartial investigation. The complainant and the accused shall be provided the opportunity to present witnesses and other evidence during the course of the investigation. When the initial complaint involves allegations relating to conduct which took place away from school property, school-sponsored activities or school conveyances, the investigation may include inquiries related to these allegations to determine whether they resulted in continuing effects such as harassment in school settings.

The investigation may consist of individual interviews with the complainant, the accused, and others with knowledge relative to the allegations. The investigator may also evaluate any other information and materials relevant to the investigation. The person making the report, parties, parents/guardians and witnesses shall be informed of the prohibition against retaliation for anyone's participation in the process and that conduct believed to be retaliatory should be reported. All individuals providing statements or other information or participating in the investigation shall be instructed to keep the matter confidential and to report any concerns about confidentiality to the investigator.

If the investigation reveals that the conduct being investigated may involve a violation of criminal law, the investigator shall promptly notify the Section 504 Coordinator, who shall promptly inform law enforcement authorities about the allegations.[\[10\]](#)[\[50\]](#)[\[51\]](#)[\[52\]](#)

The obligation to conduct this investigation shall not be negated by the fact that a criminal or child protective services investigation of the allegations is pending or has been concluded. The investigator should coordinate with any other ongoing investigations of the allegations, including agreeing to requests for a short delay in fulfilling the district's investigative responsibilities during the fact-finding portion of a criminal or child protective services investigation. Such delays shall not extend beyond the time necessary to prevent interference with or disruption of the criminal or child protective services investigation.

Step 3 – Investigative Report

The investigator shall prepare and submit a written report to the Section 504 Coordinator within twenty (20) days of the initial report of alleged discrimination, unless the nature of the allegations, anticipated extent of the investigation or the availability of witnesses requires the investigator and the Section 504 Coordinator to establish a different due date. The parties shall be notified of the anticipated date the investigative report will be completed and of any changes to the anticipated due date during the course of the investigation.

The report shall include a summary of the investigation, a determination of whether the complaint has been substantiated as factual, the information and evaluation that formed the basis for this determination, whether the conduct violated this policy and of any other violations of law or Board policy which may warrant further district action, and a recommended disposition of the complaint. An investigation into disability harassment shall consider the record as a whole and the totality of circumstances in determining whether a violation of this policy has occurred, recognizing that persistent and pervasive conduct, when taken together, may be a violation even when the separate incidents are not severe.

The complainant and the accused shall be informed of the outcome of the investigation, including the recommended disposition, within a reasonable time of the submission of the written report. The accused shall not be notified of the individual remedies offered or provided to the complainant.

Step 4 – District Action

If the investigation results in a finding that some or all of the allegations of the complaint are established and constitute a violation of this policy, the district shall take prompt, corrective action designed to ensure that such conduct ceases and that no retaliation occurs. The district shall promptly take appropriate steps to prevent the recurrence of the prohibited conduct and to address the discriminatory effect the prohibited conduct had on the complainant and the school or school program environment. District staff shall document the corrective action taken and, where not prohibited by law, inform the complainant. The Section 504 Coordinator shall follow up by assessing the effectiveness of the corrective action at reasonable intervals.

If the investigation results in a finding that a different policy was violated separately from or in addition to violations of this policy, or that there are circumstances warranting further action, such matters shall be addressed at the conclusion of this investigation or through disciplinary or other appropriate referrals where further evaluation or investigation is necessary.

Disciplinary actions shall be consistent with the Student Code of Conduct, Board policies and administrative regulations, district procedures, applicable collective bargaining agreements, and state and federal laws.

Appeal Procedure

1. If the complainant or the accused is not satisfied with a finding made pursuant to the policy or with recommended corrective action, s/he may submit a written appeal to the district's Section 504 Coordinator within fifteen (15) days.
2. The Section 504 Coordinator shall review the investigation and the investigative report and may also conduct a reasonable supplemental investigation to assess the sufficiency and propriety of the prior investigation.
3. The Section 504 Coordinator shall prepare a written response to the appeal within twenty (20) days. Copies of the response shall be provided to the complainant, the accused and the investigator who conducted the initial investigation.

NOTICE OF SPECIAL EDUCATION SERVICES and PROGRAMS, SERVICES for GIFTED STUDENTS, and SERVICES for PROTECTED HANDICAPPED STUDENTS

Annual Public Notice to Parents

The school district, charter school, or the intermediate unit provide special education services to resident children with disabilities who are ages three through twenty-one. The purpose of this annual notice is to describe the special education programs services that are available, the process by which each of the school entities screens and evaluates students to determine eligibility for special education services, gifted services, or Chapter 15/504 services, and information regarding the confidentiality of student educational records.

It is the responsibility of the school districts, charter schools, or the intermediate unit to ensure that all children residing in the Commonwealth, who are in need of Special Education and related services, are identified, located, and evaluated. This responsibility is required by a federal law called the Individuals with Disabilities Education Act as amended in 2004 (IDEA 2004).

The IDEA 2004 requires each school entity to publish a notice to parents, in newspapers or other media, including the student handbook and website. To comply with the above requirement, this publication is the annual public notice for the school districts and charter schools located in the Lincoln Intermediate Unit 12.

Services - Age 3 until School-Age Children age three through the age of admission to first grade are also eligible if they have developmental delays and, as a result, need special education. Developmental delay is defined as a child who is less than the age of beginners and at least 3 years of age is considered to have a developmental delay when one of the following exists: (i) The child's score, on a developmental assessment device, on an assessment instrument which yields a score in months, indicates that the child is delayed by 25% of the child's chronological age in one or more developmental areas. (ii) The child is delayed in one or more of the developmental areas, as documented by test performance of 1.5 standard deviations below the mean on standardized tests. Developmental areas include cognitive, communicative, physical, social/emotional and self-help.

Screening for preschool children is available each month at The York Learning Center (York 717-718-5902), the LIU Central Office (New Oxford 717-624-6490), and the Franklin Learning Center (Chambersburg 717-263-1732). To schedule an appointment for a screening or evaluation call one of the numbers listed above. For additional information, contact LIU #12 Preschool Office at (717)624-6475.

Programs and Services Available for Children with Disabilities: It is the responsibility of each school district and charter school to ensure that, to the maximum extent appropriate, students with disabilities, including those in public or private institutions or other care facilities are educated with students who are not disabled. Special classes, separate schooling or other removal of students with disabilities from the general educational environment occurs only when the nature or severity of the disability is such that education in general education classes, even with the use of supplementary aids and services, cannot be achieved satisfactorily. Special Education services are provided according to the educational needs of the child, not necessarily the category of disability.

Screening: Each school district or charter school has established and implemented procedures to locate, identify, and evaluate students suspected of having a disability. These procedures include screening activities. Screening is conducted in the student's home school unless other arrangements are necessary. Screening is a pre-evaluation/pre-referral process that occurs in regular education.

Evaluation: When screening indicates that a student may be a child with a disability, the school district/charter school will seek parental consent prior to conducting an evaluation. An evaluation for special education services is conducted by an evaluation team that includes the parent, teachers, and any other qualified professionals. The process must be conducted in accordance with specific timelines and must include procedural safeguard procedures.

The evaluation process results in a written evaluation report. This report specifies a student's eligibility for special education based on the presence of a disability and the need for specially designed instruction. The evaluation report also makes recommendations for educational programming.

Parents who think their child may have a disability may request, at any time, that the local school district conduct an evaluation. This request should be made in writing to the contact person identified at the end of the public notice. If a parent makes an oral request for an evaluation, the school district, charter school, or intermediate unit shall provide the parent with a form for that purpose. Pre-Referral Team, Child-Study Team, or Instruction Support Team (IST) activities do not serve as a barrier to the right of a parent to request an evaluation, at any time, including prior to or during the conduct of instructional support activities.

Every public school has a procedure in place by which parents can request an evaluation. For information about the school district's procedures applicable to your child, contact the school, which your child attends. Telephone numbers and addresses for the school districts can be found at the end of this notice. Parents of preschool age children, age three through five, may request an evaluation in writing by addressing a letter as follows: Lincoln Intermediate Unit #12, P.O. Box 70, 65 Billerbeck Street, New Oxford, PA 17350. Telephone: 717-624-4616.

Consent:

School entities cannot proceed with an evaluation or reevaluation, or with the initial provision of special education and related services, without the informed written consent of the parents.

Individualized Education Plan (IEP) Development: Following the evaluation report, an IEP must be developed within 30 calendar days. The IEP team must include the parent(s) of a child with a disability. Other required members include at least one regular education teacher of the child (if the child is, or may be, participating in the regular education environment), at least one special education teacher, and a representative of the school district/charter school. The IEP team develops a written plan called an IEP. The IEP shall be based on the results and recommendations in the evaluation report. The parents of the child have the right to be notified of and to participate in all meetings of their child's IEP team. The IEP is revised as often as circumstances warrant but at least annually.

Notice of Recommended Educational Placement/Prior Written Notice (NOREP/PWN): The responsible school entity must notify you in writing whenever it proposes to initiate or to change the identification, evaluation, educational program or

placement of a child or whenever it refuses to initiate or make a change in the identification, evaluation, educational program or placement requested by a parent.

Notice for Services for Protected Handicapped Students in Accordance with Section 504 and Chapter 15: Students who are not eligible to receive special education services may qualify as protected handicapped students and therefore be protected by other federal and state laws intended to prevent discrimination.

The school district or charter school must ensure that protected handicapped students have equal opportunity to participate in the school program and extracurricular activities to the maximum extent appropriate for each individual student. Section 504 covers qualified students with disabilities who attend schools receiving federal financial assistance. To be protected under Section 504/Chapter 15, a student must be determined to: 1) have a physical or mental impairment that substantially limits one or more major life activities; 2) have a record of such impairment, or 3) be regarded as having such impairment. Section 504/Chapter 15 require that school districts or charter schools provide a free and appropriate public education (FAPE) to qualified students in their jurisdictions who have a physical or mental impairment that substantially limits one or more major life activities. For further information on the evaluation procedures and provision of services to protected handicapped students under 504/Chapter 15, parents should contact the school district of residence or charter school.

Notice of Services for Gifted Students:

While gifted is not included as one of the disabilities categories under the IDEA 2004, the Pennsylvania State Board of Education's regulations as set forth in Chapter 16, Special Education for Gifted Students, provide that gifted students are considered to be children with exceptionalities and are in need of specially designed instruction.

Under Chapter 16, each school district shall conduct public awareness activities to inform the public of gifted education services and programs and the manner by which to request these services and programs. These awareness activities shall be designed to reach parents of students enrolled in the public schools and parent of children not enrolled in public schools.

Screening: Chapter 16 requires that each school district shall adopt and use a system to locate and identify all students within the school district who are thought to be gifted and in need of specially designed instruction. Each school district shall determine the student's needs through a screening and evaluation process which meets the requirements of Chapter 16. Gifted Multidisciplinary Evaluation:

For students who are potentially gifted students, the district will take the following steps:

1. Conduct the Gifted Multidisciplinary Evaluation
2. Compile a Gifted Written Report
3. Convene a Gifted Individualized Education program team meeting to determine whether the student is gifted; and,
4. Develop a Gifted Individualized Education program if the student is a gifted student.

For students who are gifted and eligible for Special Education, it is not necessary for school districts to conduct separate screening and evaluations, develop separate IEPs, or use separate procedural safeguards processes to provide for a student's needs as both a gifted and eligible student.

Confidentiality of Student Information: All school entities maintain educational records concerning children enrolled in public school, including students with disabilities. Educational records containing personally identifiable information about or related to children with disabilities are maintained in the strictest confidentiality.

Retention/Destruction Schedule: In accordance with 34 CFR § 300.624, please be advised of the following retention/destruction schedule for the Pennsylvania Alternate System of Assessment (PASA), Pennsylvania System of School Assessment (PSSA), and Keystone Exam related materials: PSSA, Keystone Exam, and PASA test booklets will be destroyed one year after student reports are delivered for the administration associated with the test booklets. PSSA and Keystone Exam answer booklets and PASA media recordings will be destroyed three years after completion of the assessment.

Consent for Disclosure of Personally Identifiable Information: Your consent, or consent of an eligible child who has reached the age of majority under State law, must be obtained before personally identifiable information is released, except as permitted under Family Education Rights and Privacy Act (FERPA). The age of majority in Pennsylvania is 21. Each participating agency must protect the confidentiality of personally identifiable information at collection, storage, disclosure, and destruction stages. One official at each participating agency must assume responsibility for ensuring the confidentiality of any personally identifiable information. Each participating agency must maintain, for public inspection, a current listing of the names and positions of those employees within the agency who have access to personally identifiable information.

Complaints concerning alleged failure of a public school to comply with the confidentiality requirements of the Family Educational Rights and Privacy Act may be addressed to the United States Department of Education as follows:

Family Policy Compliance Office
U.S. Department of Education 400
Maryland Avenue, S.W.
Washington, DC 20202-5920

Phone 1-800-872-5327

Summary: This notice is only a summary of the special education services, evaluation and screening activities, and rights and protections pertaining to children with disabilities, children thought to be disabled, and their parents. For more information or to request evaluation or screening of a public or private school child contact the responsible school entity listed below. For preschool age children, information, screenings and evaluations requested, may be obtained by contacting the Intermediate Unit. The addresses of these school districts, charter school, and intermediate unit are as follows:

717-334-1120

INTERMEDIATE UNIT

Lincoln Intermediate Unit #12
P.O. Box 70, 65 Billerbeck Street
New Oxford, PA 17350
Telephone: 717-624-4616

Vida Charter School
120 East Broadway
Gettysburg, PA 17325 717-334-3643

SCHOOL DISTRICT OFFICES

ADAMS COUNTY:

Bermudian Springs School District
7335 Carlisle Pike
York Springs PA 17372-8807
Telephone: 717-528-4113

Conewago Valley School District
130 Berlin Road
New Oxford PA 17350
Telephone: 717-624-2157

Fairfield Area School District
4840 Fairfield Road
Fairfield, PA 17320
Telephone: 717-642-8282

Gettysburg Area School District
900 Biglerville Road
Gettysburg, PA 17325 Telephone:
717-334-6254, ext. 1224

Littlestown Area School District
162 Newark Street
Littlestown, PA 17340
Telephone: 717-359-4146, ext. 1210

Upper Adams School District
161 North Main Street
Biglerville, PA 17307 Telephone:
717-677-7191, ext. 2720

YORK COUNTY:

Hanover Public School District
403 Moul Avenue
Hanover, PA 17331-1541 717-630-
4640

South Western School District
225 Bowman Road
Hanover, PA 17331-4213 717-632-2548,
ext. 20002

CHARTER SCHOOLS:

Gettysburg Montessori Charter School
120 East Broadway
Gettysburg, PA 17325

The public schools, intermediate unit, and charter schools prohibit discrimination in employment, educational programs, and activities on the basis of race, national origin, color, creed, religion, sex, age, disability, veteran status, marital status, or because a person is a disabled veteran. No preschool, elementary or secondary school pupil enrolled in a school district, intermediate unit, or charter school shall be denied equal opportunity or equal access to participate in age and program appropriate instruction or activities due to race, color, handicap, creed, national origin, marital status, or financial hardship.

Other Information/Resources

A hard copy of procedural safeguards can be obtained at the Special Education Office at Fairfield School District. It is also posted on the FASD website. If you have additional questions or need the safeguards explained, you can contact the Special Education Office at (717) 642-2044.

NOTIFICATION OF: Family Educational Rights and Privacy Act (FERPA)

The Family Educational Rights and Privacy Act (FERPA), a Federal law, requires that the Fairfield Area School District, with certain exceptions, obtain your written consent prior to the disclosure of personally identifiable information from your child's education records. However, the Fairfield Area School District, may disclose appropriately designated "directory information" without written consent, unless you have advised the district to the contrary in accordance with district procedures. The primary purpose of directory information is to allow the Fairfield Area School District to include this type of information from your child's education records in certain school publications.

Examples include:

- A playbill showing your student's role in a drama production
- The annual yearbook
- Honor roll or other recognition lists
- Graduation programs
- Sports activity sheets, such as for wrestling, showing weight and height of team members
- Homeroom listings
- Articles highlighting student achievements and activities appearing in the school newspaper, school district newsletter, or on the school district website; and
- Videos produced by and for school district use, such as morning announcements.

Directory information, which is information that is generally not considered harmful or an invasion of privacy, if released can also be disclosed to outside organizations without a parents'/ guardians' prior written consent. Outside organizations include, but are not limited to, companies that manufacture class rings or publish yearbooks. In addition, two federal laws require local educational agencies (LEA'S) receiving assistance under the Elementary and Secondary Education Act of 1965 (ESEA) to provide military recruiters, upon request, with three directory informational categories - names, addresses, and telephone listings - unless parents have advised the LEA that they do not want their students' information disclosed without their prior written consent.

If you do not want the Fairfield Area School District to disclose directory information from your child's education records without your prior written consent, you must notify the district in writing by September 30th of the current school year. Fairfield Area School District has designated the following information as directory information:

Student's name

- Participation in officially recognized activities and sports
- Address, date, and place of birth
- Telephone listing
- Weight and height for athletic teams
- Electronic mail address
- Photograph
- Degrees, honors, and awards received
- Major field of study
- Dates of attendance and grade level
- Most recent educational agency or institution attended.

PLEDGE OF ALLEGIANCE

Act 157 of 2002 amends the School Code to require students to recite the Pledge of Allegiance at the beginning of each school day and requires a United States flag be present in each classroom. The act allows students to decline reciting the pledge; however, the school district is required to notify parents in writing of their child's refusal to recite the pledge.

POLICIES RELATING TO STUDENTS

A. COMPUTERS—ACCEPTABLE USE POLICY – STUDENT BODY (Policy #815)

Purpose

The Board supports use of the computers, Internet and other network resources in the district's instructional and operational programs in order to facilitate learning, teaching and daily operations through interpersonal communications and access to information, research and collaboration.

The district provides students, staff and other authorized individuals with access to the district's computers, electronic communication systems and network, which includes Internet access, whether wired or wireless, or by any other means.

For instructional purposes, the use of network facilities shall be consistent with the curriculum adopted by the district as well as the varied instructional needs, learning styles, abilities, and developmental levels of students.

Definitions

The term child pornography is defined under both federal and state law.

Child pornography - under federal law, is any visual depiction, including any photograph, film, video, picture, or computer or computer-generated image or picture, whether made or produced by electronic, mechanical, or other means, of sexually explicit conduct, where:[\[1\]](#)

1. The production of such visual depiction involves the use of a minor engaging in sexually explicit conduct;
2. Such visual depiction is a digital image, computer image, or computer-generated image that is, or is indistinguishable from, that of a minor engaging in sexually explicit conduct; or
3. Such visual depiction has been created, adapted, or modified to appear that an identifiable minor is engaging in sexually explicit conduct.

Child pornography - under state law, is any book, magazine, pamphlet, slide, photograph, film, videotape, computer depiction or other material depicting a child under the age of eighteen (18) years engaging in a prohibited sexual act or in the simulation of such act.[\[2\]](#)

The term harmful to minors is defined under both federal and state law.

Harmful to minors - under federal law, is any picture, image, graphic image file or other visual depiction that:[\[3\]](#)[\[4\]](#)

1. Taken as a whole, with respect to minors, appeals to a prurient interest in nudity, sex or excretion;
2. Depicts, describes or represents in a patently offensive way with respect to what is suitable for minors, an actual or simulated sexual act or sexual contact, actual or simulated normal or perverted sexual acts, or lewd exhibition of the genitals; and
3. Taken as a whole lacks serious literary, artistic, political or scientific value as to minors.

Harmful to minors - under state law, is any depiction or representation in whatever form, of nudity, sexual conduct, sexual excitement, or sadomasochistic abuse, when it:[\[5\]](#)

1. Predominantly appeals to the prurient, shameful, or morbid interest of minors;
2. Is patently offensive to prevailing standards in the adult community as a whole with respect to what is suitable for minors; and
3. Taken as a whole lacks serious literary, artistic, political, educational or scientific value for minors.

Obscene - any material or performance, if:[\[5\]](#)

1. The average person applying contemporary community standards would find that the subject matter taken as a whole appeals to the prurient interest;
2. The subject matter depicts or describes in a patently offensive way, sexual conduct described in the law to be obscene; and
3. The subject matter, taken as a whole, lacks serious literary, artistic, political, educational or scientific value.

Technology protection measure - a specific technology that blocks or filters Internet access to visual depictions that are obscene, child pornography or harmful to minors.[\[4\]](#)

Authority

The Board declares that computer and network use is a privilege, not a right. The district's computer and network resources are the property of the district. Users shall have no expectation of privacy in anything they create, store, send, delete, receive or display on or over the district's Internet, computers or network resources, including personal files or any use of the district's Internet, computers or network resources. The district reserves the right to monitor, track, and log network access and use; monitor fileserver space utilization by district users; or deny access to prevent unauthorized, inappropriate or illegal activity and may revoke access privileges and/or administer appropriate disciplinary action. The district shall cooperate to the extent legally required with the Internet Service Provider (ISP), local, state and federal officials in any investigation concerning or related to the misuse of the district's Internet, computers and network resources.[\[6\]](#)[\[7\]](#)[\[8\]](#)

The Board requires all users to fully comply with this policy and to immediately report any violations or suspicious activities to the Superintendent or designee.

The Board establishes the following materials, in addition to those stated in law and defined in this policy, that are inappropriate for access by minors:[\[4\]](#)

1. Defamatory.
2. Lewd, vulgar, or profane.
3. Threatening.
4. Harassing or discriminatory.[\[9\]](#)[\[10\]](#)[\[11\]](#)[\[12\]](#)[\[13\]](#)
5. Bullying.[\[14\]](#)
6. Terroristic.[\[15\]](#)

The district reserves the right to restrict access to any Internet sites or functions it deems inappropriate through established Board policy, or the use of software and/or online server blocking. Specifically, the district operates and enforces a technology protection measure(s) that blocks or filters access to inappropriate matter by minors on its computers used and accessible to adults and students. The technology protection measure shall be enforced during use of computers with Internet access.[\[3\]](#)[\[4\]](#)[\[16\]](#)

Delegation of Responsibility

Users of district networks or district-owned equipment shall, prior to being given access or being issued equipment, sign user agreements acknowledging awareness of the provisions of this policy, and awareness that the district uses monitoring systems to monitor and detect inappropriate use.

Student user agreements shall also be signed by a parent/guardian.

Guidelines

Network accounts shall be used only by the authorized owner of the account for its approved purpose. Network users shall respect the privacy of other users on the system.

Safety

It is the district's goal to protect users of the network from harassment and unwanted or unsolicited electronic communications. Any network user who receives threatening or unwelcome electronic communications or inadvertently visits or accesses an inappropriate site shall report such immediately to a teacher or administrator.

Network users shall not reveal personal information to other users on the network, including chat rooms, email, social networking websites, etc.

Security

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

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

A copy of Policy #815 shall be furnished to all students. The Student Account Agreement shall be signed and returned to the high school office prior to any student being permitted to use the school's computers and system.

B. CONTROLLED SUBSTANCES/PARAPHERNALIA (Policy #227)

Purpose

The Fairfield Area School District values each member of its school community and believes that all individuals have the right to develop to their fullest potential.

The Board recognizes that the abuse of controlled substances is a serious problem with legal, physical and social implications for the whole school community. As an educational institution, the schools shall strive to prevent abuse of controlled substances.

Definitions

For purposes of this policy, controlled substances shall include all:[\[1\]](#)[\[2\]](#)

1. Controlled substances prohibited by federal and state laws.
2. Look-alike drugs.
3. Alcoholic beverages.
4. Anabolic steroids.
5. Drug paraphernalia.
6. Any volatile solvents or inhalants, such as but not limited to glue and aerosol products.
7. Substances that when ingested cause a physiological effect that is similar to the effect of a controlled substance as defined by state or federal laws.
8. Prescription or nonprescription (over-the-counter) medications, except those for which permission for use in school has been granted pursuant to Board policy.[\[3\]](#)[\[4\]](#)

For purposes of this policy, under the influence shall include any consumption or ingestion of controlled substances by a student.

For purposes of this policy, look-alike drug shall include any pill, capsule, tablet, powder, plant matter or other item or substance that is designed or intended to resemble a controlled substance prohibited by this policy, or is used in a manner likely to induce others to believe the material is a controlled substance.

Authority

The Board prohibits students from using, possessing, distributing, and being under the influence of any controlled substances during school hours, at any time while on school property, at any school-sponsored activity, and during the time spent traveling to and from school and to and from school-sponsored activities.[\[5\]](#)[\[6\]](#)[\[7\]](#)

The Board may require participation in drug counseling, rehabilitation, testing or other programs as a condition of reinstatement into the school's educational, extracurricular or athletic programs resulting from violations of this policy.

Off-Campus Activities

This policy shall also apply to student conduct that occurs off school property and would otherwise violate the Code of Student Conduct if any of the following circumstances exist:[14]

1. The conduct occurs during the time the student is traveling to and from school or traveling to and from school sponsored activities, whether or not via school district furnished transportation.
2. The student is a member of an extracurricular activity and has been notified that particular off-campus conduct could result in exclusion from such activities.[15][16]
3. Student expression or conduct materially and substantially disrupts the operations of the school, or the administration reasonably anticipates that the expression or conduct is likely to materially and substantially disrupt the operations of the school.
4. The conduct has a direct nexus to attendance at school or a school-sponsored activity, for example, a transaction conducted outside of school pursuant to an agreement made in school that would violate the Code of Student Conduct if conducted in school.
5. The conduct involves the theft or vandalism of school property.
6. There is otherwise a nexus between the proximity or timing of the conduct in relation to the student's attendance at school or school-sponsored activities.

Guidelines

Violations of this policy may result in disciplinary action up to and including expulsion and referral for prosecution.[14][20] For the complete policy please see the district website.

C. UNLAWFUL HARRASSMENT (Policy #248)

Purpose

The Board strives to provide a safe, positive learning climate for students in the schools. Therefore, it shall be the policy of the district to maintain an educational environment in which harassment in any form is not tolerated.

Authority

The Board prohibits all forms of unlawful harassment of students and third parties by all district students and staff members, contracted individuals, vendors, volunteers, and third parties in the schools. The Board encourages students and third parties who have been harassed to promptly report such incidents to the designated employees.[1][2][3]

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

No reprisals nor retaliation shall occur as a result of good faith charges of harassment.

Definitions

For purposes of this policy, harassment shall consist of verbal, written, graphic or physical conduct relating to an individual's race, color, national origin/ethnicity, sex, age, disability, sexual orientation or religion when such conduct:[3]

1. Is sufficiently severe, persistent or pervasive that it affects an individual's ability to participate in or benefit from an educational program or activity or creates an intimidating, threatening or abusive educational environment.
2. Has the purpose or effect of substantially or unreasonably interfering with an individual's academic performance.
3. Otherwise adversely affects an individual's learning opportunities.

For purposes of this policy, sexual harassment shall consist of unwelcome sexual advances; requests for sexual favors; and other inappropriate verbal, written, graphic or physical conduct of a sexual nature when:^[4]

1. Submission to such conduct is made explicitly or implicitly a term or condition of a student's academic status.
2. Submission to or rejection of such conduct is used as the basis for academic or work decisions affecting the individual.
3. Such conduct deprives a student of educational aid, benefits, services or treatment.
4. Such conduct is sufficiently severe, persistent or pervasive that it has the purpose or effect of substantially interfering with the student's school performance or creating an intimidating, hostile or offensive educational environment.

Guidelines:

Complaint Procedure – Student/Third Party

Step 1 – Reporting

A student or third party who believes s/he has been subject to conduct that constitutes a violation of this policy is encouraged to immediately report the incident to the building principal or a district employee.

A school employee who suspects or is notified that a student has been subject to conduct that constitutes a violation of this policy shall immediately report the incident to the building principal.

If the building principal is the subject of a complaint, the student, third party or employee shall report the incident directly to the Compliance Officer.

The complainant or reporting employee is encouraged to use the report form available from the building principal, but oral complaints shall be acceptable.

Step 2 – Investigation

Upon receiving a complaint of unlawful harassment, the building principal shall immediately notify the Compliance Officer. The Compliance Officer shall authorize the building principal to investigate the complaint, unless the building principal is the subject of the complaint or is unable to conduct the investigation.

The investigation may consist of individual interviews with the complainant, the accused, and others with knowledge relative to the incident. The investigator may also evaluate any other information and materials relevant to the investigation.

The obligation to conduct this investigation shall not be negated by the fact that a criminal investigation of the incident is pending or has been concluded.

Step 3 – Investigative Report

The building principal shall prepare and submit a written report to the Compliance Officer within fifteen (15) days, unless additional time to complete the investigation is required. The report shall include a summary of the investigation, a determination of whether the complaint has been substantiated as factual and whether it is a violation of this policy, and a recommended disposition of the complaint. The complainant and the accused shall be informed of the outcome of the investigation, including the recommended disposition of the complaint.

Step 4 – District Action

If the investigation results in a finding that the complaint is factual and constitutes a violation of this policy, the district shall take prompt, corrective action to ensure that such conduct ceases and will not recur. District staff shall document the corrective action taken and, where not prohibited by law, inform the complainant.

Disciplinary actions shall be consistent with the Code of Student Conduct, Board policies and district procedures, applicable collective bargaining agreements, and state and federal laws, and may include educational activities and/or counseling services.

If it is concluded that a student has knowingly made a false complaint under this policy, such student shall be subject to disciplinary action. For the complete policy please see the district website.

**TITLE IX COORDINATOR/
COMPLIANCE OFFICER**

Fairfield Area School District prohibits discrimination, including sexual harassment, on the basis of race, color, age, creed, religion, sex, sexual orientation, ancestry, national origin, marital status, parenting status, pregnancy or handicap/disability in its activities, programs or employment practices.

The following employee has been designated to handle questions and complaints of alleged sexual harassment:

Sonja Brunner
Assistant to the Superintendent
717-642-8228
brunners@fairfield.k12.pa.us

D. TOBACCO (Policy # 222)

Purpose

The Board recognizes that tobacco presents a health and safety hazard that can have serious consequences for both users and nonusers and the safety and environment of the schools.

Definition

For purposes of this policy, tobacco includes a lighted or unlighted cigarette, cigar, pipe or other smoking product or material and smokeless tobacco in any form.[\[1\]](#)

Authority

The Board prohibits possession, use or sale of tobacco by students at any time in a school building and on any property, buses, vans and vehicles that are owned, leased or controlled by the school district.[\[1\]\[2\]\[3\]](#)

The Board prohibits possession, use or sale of tobacco by students at school-sponsored activities that are held off school property.

In the case of a student with a disability, including a student for whom an evaluation is pending, the district shall take all steps required to comply with state and federal laws and regulations, the procedures set forth in the memorandum of understanding with local law enforcement and Board policies.[\[4\]\[5\]\[6\]\[7\]\[8\]\[9\]](#)

Guidelines

The Superintendent or designee may report incidents of possession, use or sale of tobacco by students on school property, at any school-sponsored activity or on a conveyance providing transportation to or from a school or school-sponsored activity to the local police department that has jurisdiction over the school's property, in accordance with state law and regulations, the procedures set forth in the memorandum of understanding with local law enforcement and Board policies.[\[9\]\[10\]\[11\]\[12\]\[13\]](#)

The Superintendent or designee shall notify the parent/guardian of any student directly involved in an incident involving possession, use or sale of tobacco immediately, as soon as practicable. The Superintendent or designee shall inform the parent/guardian whether or not the local police department that has jurisdiction over the school property has been or may be notified of the incident. The Superintendent or designee shall document attempts made to reach the parent/guardian.[\[9\]\[12\]\[14\]](#)

For the complete policy please see the district website.

PROTECTION OF PUPIL RIGHTS AMENDMENT (PPRA)

The Protection of Pupil Rights Amendment (PPRA) gives parents and students who are 18 or older or emancipated minors ("eligible students") certain rights regarding the school district's conduct of surveys, collection and use of information for marketing purposes, and conduct of certain physical exams. These include the right to:

Consent to federally funded surveys concerning "protected information." If the U.S. Department of Education funds a survey in whole or in part, a student's parents or an eligible student must consent in writing before the student may provide information relating to the following categories:

- Political affiliations;
- Mental or psychological problems of the student or student's family;
- Sexual behavior or attitudes;
- Illegal, anti-social, self-incriminating, or demeaning behavior;
- Critical appraisals of student's family members;
- Privileged or similar relationships recognized by law, such as with attorneys, doctors, and ministers;
- Income other than that required by law determine program eligibility.

A survey that concerns any of these points is called a "protected information survey."

Opt out of certain surveys and exams. Parents and eligible students will receive notice of any of the following activities and will have the right to opt out of them:

- Activities involving collection, disclosure, or use of personal information obtained from students for purposes of marketing or selling or otherwise distributing the information to others;
- Any protected information survey, regardless of funding; and
- Any non-emergency, invasive physical exam or screening required as a condition of attendance, administered by the school or its agent and scheduled by the school, and not necessary to protect the immediate health and safety of a student or of another student, except for hearing, vision, or scoliosis screenings, or any physical exam or screening permitted or required under state law.

Inspect certain material. Parents and eligible students have the right to inspect the following, upon request, before the district administers or uses them:

- Protected information surveys of students (including any instructional materials used in connection with the survey);
- Documents used to collect personal information from students for any of the above marketing, sales, or other distribution purposes; and
- Instructional material used as part of the educational curriculum.

Receive notification of district policy. The School District has developed a policy, in consultation with parents, regarding these rights, and has made arrangements to protect student privacy in the administration of protected information surveys and the collection, disclosure, or use of personal information for marketing, sales, or other distribution purposes. The school District will directly notify parents and eligible students, such as through U.S. Mail or e-mail, of the policy at least annually at the start of each school year and after any substantive changes are made.

Report violations. Parents and eligible students who believe their rights have been violated may file a complaint with:

Family Policy
Compliance Office U.S.
Department of
Education 400 Maryland
Avenue S.W.
Washington, D.C. 20202-4605

PUBLIC ADDRESS SYSTEM

Daily announcements are made at 7:55 a.m. each day. Individuals who wish to make announcements will submit them to the principal's office prior to 7:45 a.m. each day for approval by the principal. Announcements must be legible and signed by a faculty sponsor. Special announcements must be of an urgent reason, as determined by the principal, and will be made on a "need-be" basis.

RIGHT TO REQUEST TEACHER QUALIFICATIONS

As a parent of a student at Fairfield Area High School, you have the right to know the professional qualifications of the classroom teachers who instruct your child. Federal law allows you to ask for certain information about your child's classroom teachers and requires Fairfield Area School District to give you this information in a timely manner if you ask for it. Specifically, you have the right to ask for the following information about each of your child's classroom teachers:

- Whether the Pennsylvania Department of Education has licensed or qualified the teacher for the grades and subjects he/she teaches;
- Whether the Pennsylvania Department of Education has decided that the teacher can teach in a classroom without being licensed or qualified under state regulations because of special circumstances;
- The teacher's college major, whether the teacher has any advanced degree and, if so, the subject of the degree; and
- Whether any teacher's aides or similar paraprofessionals provide services and, if they do, their qualifications.

If you would like to receive any of this information, please submit your request in writing to the Superintendent's office.

Thank you for your concern and commitment to your child's education.

SCHOOL PROPERTY

Students in the Fairfield Area Schools do not have to purchase books. Books are loaned and become the responsibility of the student until returned to the teacher. Each book will have an identification number and a name label. Students will pay the replacement cost for any and all damaged or lost books, lost equipment, and materials that are assigned to their custody.

Examples of replacement costs:

1. Textbooks – \$20.00 and up
2. Workbooks, laboratory manuals - \$5.00 to \$15.00
3. Composition books - \$.50 to \$1.00
4. Warm-up Suit - \$50.00
5. Uniforms - \$40.00 and up
6. Locker keys, locks - \$1.00 to \$10.00

Payment for lost or damaged library items:

1. Library books are furnished for the use of students from district funds. The books are loaned to students for their use. When a student borrows materials, he/she assumes responsibility for the materials.
2. If a student fails to return a book or returns it substantially damaged, public funds will have been diverted from the purpose for which they were intended. Therefore, each student should be urged to return a book to the library promptly and in good condition.

STUDENT COMPLAINT PROCESS – POLICY 219

Purpose

The Board recognizes that students have the right to request redress of complaints. In addition, the Board believes that the inculcation of respect for established processes is an important part of the educational process. Accordingly, individual and group complaints shall be recognized, and appropriate appeal procedures shall be provided.

Definition

For purposes of this policy, a student complaint shall be one that arises from actions that directly affect the student's participation in an approved educational program.

Authority

The Board and its employees shall recognize the complaints of students, provided that such complaints are submitted according to the established administrative regulations developed by the Superintendent or designee.

At each level the student shall be afforded the opportunity to be heard personally by the school authority.

A student shall not be subjected to any reprisals because of filing a complaint.

STUDENT EXPRESSION/DISTRIBUTION & POSTING OF MATERIALS – POLICY 220

Purpose

The right of public school students to freedom of speech is guaranteed by the Constitution of the United States and the constitution of the Commonwealth. The Board respects the right of students to express themselves in word or symbol and to distribute and post materials in areas designated for posting as a part of that expression. The Board also recognizes that exercise of that right must be limited by the district's responsibility to maintain an orderly school environment and to protect the rights of all members of the school community.^[1]

This policy addresses student expression in general and distribution and posting of materials that are not part of district sponsored activities. Materials sought to be distributed or posted as part of the curricular or extracurricular programs of the district shall be regulated as part of the school district's educational program.

Definitions

Distribution - students handing non-school materials to others on school property or during school-sponsored events; placing upon desks, on or in lockers; or engaging in any other manner of delivery of non-school materials to others while on school property or during school functions. When email, text messaging or other technological delivery is used as a means of distributing or accessing non-school materials via use of school equipment or while on school property or at school functions, it shall be governed by this policy. Off-campus or after hours distribution, including technological distribution, that does or is likely to materially or substantially interfere with the educational process, including school activities, school work, or discipline and order on school property or at school functions; threatens serious harm to the school or community; encourages unlawful activity; or interferes with another's rights is also covered by this policy.

Expression - verbal, written or symbolic representation or communication.

Non-school materials - any printed or written materials meant for posting or general distribution to others that are not prepared as part of the curricular or extracurricular program of the district, including but not limited to fliers, invitations, announcements, pamphlets, posters, Internet bulletin boards, personal websites and the like.

Posting - publicly displaying non-school materials on school property or at school-sponsored events, including but not limited to affixing such materials to walls, doors, bulletin boards, easels, the outside of lockers; on district-sponsored or student websites; through other district-owned technology and the like.

Authority

Students have the right to express themselves unless such expression is likely to or does materially or substantially interfere with the educational process, including school activities, school work, or discipline and order on school property or at school functions; threatens serious harm to the school or community; encourages unlawful activity; or interferes with another's rights.^[1]

Student expression that occurs on school property or at school-sponsored events is fully governed by this policy. In addition, off-campus or after hours expression is governed by this policy if the student expression involved constitutes

unprotected expression as stated in this policy and provided the off-campus or after hours expression does or is likely to materially or substantially interfere with the educational process, including school activities, school work, or discipline and order on school property or at school functions; threatens serious harm to the school or community; encourages unlawful activity; or interferes with another's rights.[\[2\]\[3\]\[1\]](#)

The Board shall require that distribution and posting of non-school materials occur only at the places and during the times set forth in written administrative regulations. Such regulations or procedures shall be written to permit the orderly operation of schools, while recognizing the rights of students to engage in protected expression.[\[4\]\[1\]](#)

Unprotected Student Expression

The Board reserves the right to designate and prohibit manifestations of student expression that are not protected by the right of free expression because they violate the rights of others or where such expression is likely to or does materially or substantially interfere with school activities, school work, or discipline and order on school property or at school functions including but not limited to:

1. Libel of any specific person or persons.
2. Advocating the use or advertising the availability of any substance or material that may reasonably be believed to constitute a direct and serious danger to the health or welfare of students.
3. Using obscene, lewd, vulgar or profane language – whether verbal, written or symbolic.[\[3\]](#)
4. Inciting violence; advocating use of force; or encouraging violation of federal, state or municipal law, Board policy or district rules or regulations.
5. Are likely to or do materially or substantially interfere with the educational process, including school activities, school work, or discipline and order on school property or at school functions; threaten serious harm to the school or community; encourage unlawful activity; or interfere with another's rights.
6. Violating written school district administrative regulations or procedures on time, place and manner for posting and distribution of otherwise protected expression.

Spontaneous student expression which is otherwise protected speech is not prohibited by this section.

Discipline for Engaging in Unprotected Expression

The Board reserves the right to prohibit the posting or distribution of non-school materials containing unprotected expression and to prohibit students from engaging in other unprotected student expression, as well as to stop unprotected student expression when it occurs. The Board reserves the right to discipline students for engaging in unprotected expression. Where such expression occurs off campus and away from school functions, a nexus between the unprotected expression and a substantial and material disruption of the school program must be established.

Distribution of Non-School Materials

The Board requires that students who wish to distribute or post non-school materials on school property shall submit them one (1) school day in advance of planned distribution or posting to the building principal or designee, who shall forward a copy to the Superintendent.[\[1\]](#)

If the non-school materials contain unprotected expression as stated in this policy, the building principal or designee shall notify the students that they may not post or distribute the materials because the materials constitute a violation of Board policy.

If notice is not given during the period between submission and the time for the planned distribution or posting, students may proceed with the planned distribution or posting, provided they comply with written administrative regulations or procedures on time, place and manner of posting or distribution of non-school materials.

Students who post or distribute non-school materials in compliance with this provision may still be ordered to desist such distribution if the materials are later found to be unprotected expression under this policy.

Students who distribute printed materials shall be responsible for clearing any litter that results from their activity and shall schedule the event so that they do not miss instructional time themselves.

Posting of Non-School Materials

If a school building has an area where individuals are allowed to post non-school materials, students may post such items as well, if the materials do not constitute unprotected expression and the items are submitted for prior review in the same manner as if the students were going to distribute them.

Such materials shall be officially dated, and the district may remove the materials within ten (10) days of the posting or other reasonable time as stated in the administrative regulations or procedures relating to posting.

Review of Student Expression

School officials shall not censor or restrict non-school materials or other student expression for the sole reason that it is critical of the school or its administration, or because the views espoused are unpopular or may make people uncomfortable.

Student-initiated religious expression is permissible and shall not be prohibited except as to time, place and manner of distribution, or if the expression involved violates some other part of this policy, e.g., because it is independently determined to be unprotected expression under the standards and definitions of this policy.

The review for unprotected expression shall be reasonable and not calculated to delay distribution.

Appeal of the reviewer's decision may be made to the Superintendent and then to the Board, in accordance with Board policy and district regulations or procedures.[5]

Delegation of Responsibility

The Superintendent shall assist the building principal in determining the designation of the places and times non-school materials may be distributed in each school building. Such designations may take into account maintenance of the flow of student traffic throughout the school and shall limit distribution of non-school materials to non-instructional times.

Disciplinary action may be determined by the administrators for students who distribute or post non-school materials in violation of this policy and district regulations or procedures, or who continue the manifestation of unprotected expression after a person in authority orders that they desist. Disciplinary actions shall be included in the disciplinary Code of Student Conduct.[6]

This Board policy and any administrative regulations or procedures written to implement this policy shall be referenced in student handbooks so that students can access them for further information.

STUDENT RESPONSIBILITIES

1. Student responsibilities include regular school attendance, conscientious effort in classroom work, and conformance to school rules and regulations. Most of all, students share with the administration and faculty a responsibility to develop a climate within the school that is conducive to wholesome learning and living.
2. No student has the right to interfere with the education of his fellow students. It is the responsibility of each student to respect the rights of teachers, students, administrators, and all others who are involved in the educational process.
3. Students should express their ideas and opinions in a respectful manner.
4. It is the responsibility of the students to conform with the following:
 - a. Be aware of all rules and regulations for student behavior and conduct themselves in accordance with them. Students should assume that, until a rule is waived, altered or repealed in writing, it is in effect.
 - b. Volunteer information in matters relating to the health, safety and welfare of the school community and the protection of school property.
 - c. Dress and groom to meet fair standards of safety and health, and not to cause substantial disruption to the educational process.
 - d. Assist the school staff in operating a safe school for all students enrolled therein.
 - e. Comply with Commonwealth and local laws.
 - f. Exercise proper care when using public facilities and equipment.

- g. Attend school daily and be on time for all classes and other school functions.
- h. Make up work when absent from school.
- i. Pursue and attempt to complete satisfactorily the courses of study prescribed by Commonwealth and local school authorities.
- j. Report information accurately and do not use indecent or obscene language in student newspapers or publications.
- k. It is the expectation that High School students will agree to follow the guidelines and expectations set forth in the 2021-2022 Fairfield Area School District Re-opening Plan, Health and Safety Plan, and Athletic Plan, as applicable.

SURVEYS – POLICY 235.1

Purpose

This policy sets forth guidelines regarding the conduct of surveys and collection and use of information for marketing purposes, consistent with law and regulations.

Definitions

Personal information means individually identifiable information, including a student's or parent's/guardian's first and last name; home or physical address, including street name and the name of the city or town; telephone number; or social security number.^[1]

For purposes of this policy, protected information, as addressed by the Protection of Pupil Rights Amendment (PPRA), includes:^[1]

- Political affiliations or beliefs of the student or student's parent/guardian.
- Mental or psychological problems of the student or student's family.
- Sex behavior or attitudes.
- Illegal, anti-social, self-incriminating or demeaning behavior.
- Critical appraisals of other individuals with whom respondents have close family relationships.
- Legally recognized privileged or analogous relationships, such as those with lawyers, physicians, and ministers.
- Religious practices, affiliations, or beliefs of the student or student's parent/guardian.
- Income, other than that required by law to determine eligibility for participation in a program or for receiving financial assistance under such program.

Authority

Surveys conducted by outside agencies, organizations and individuals shall be approved by the Board, based on the Superintendent's recommendation, prior to administration to students.

Guidelines

All surveys and instruments used to collect information from students shall relate to the district's educational objectives.^[2]

U.S. Department of Education Funded Surveys

No student shall be required, as part of any program funded in whole or in part by the U.S. Department of Education, to submit to a survey, analysis or evaluation that reveals protected information without written parental consent for students under eighteen (18) years of age or written consent of emancipated students or those over eighteen (18) years of age.^[1]

All instructional materials, including teachers' manuals, films, tapes or other supplementary material, that will be used in connection with any survey, analysis or evaluation as part of any program funded in whole or in part by the U.S. Department of Education, shall be made available for inspection by the parent(s)/guardian(s) of the student.^{[1][3]}

Surveys Funded by Other Sources

Parents/Guardians shall be informed of the nature and scope of individual surveys and their relationship to the educational program of their child and the parent's/guardian's right to inspect, upon request, a survey created by a

third party prior to administration or distribution to a student. Such requests shall be in writing and submitted to the building principal.[\[1\]\[2\]](#)

Parents/Guardians shall be informed of their right to have their child excluded from any research studies or surveys conducted by entities other than a school entity without prior written consent.[\[1\]\[2\]\[4\]](#)

Collection of Information for Marketing, Sales or Other Distribution Purposes

The district shall notify parents/guardians of any activities involving the collection, disclosure or use of personal information collected from students for the purpose of marketing or selling, or otherwise providing the information to others for that purpose.[\[1\]](#)

The parent/guardian has the right to inspect the instrument used in collection of personal information for the purpose of marketing or selling that information and opt the student out of participating in any activity that results in the collection, disclosure or use of personal information for purposes of marketing or selling that information.[\[1\]](#)

This provision does not apply to the collection, disclosure or use of personal information collected from students for the exclusive purpose of developing, evaluating or providing educational products or services for, or to, students or educational institutions, such as the following: recruiters, book clubs, curriculum and instructional materials used by schools, sale by students of products or services to raise funds for school-related or education-related activities, or student recognition programs.[\[1\]](#)

Privacy

The district shall implement procedures to protect student identity and privacy when a survey containing one or more of the items listed under protected information is administered or distributed to a student and in the event of the collection, disclosure or use of personal information for marketing, sales or other distribution purposes.[\[1\]](#)

Student

Under federal law, the rights provided to parents/guardians under this policy transfer to the student when the student turns eighteen (18) years old or is an emancipated minor. These rights do not transfer under state law; therefore, parents/guardians retain their rights to receive notice and to inspect.[\[1\]\[2\]\[4\]](#)

Delegation of Responsibility

The Superintendent or designee shall notify parents/guardians and students of:[\[1\]](#)

1. This policy and its availability.
2. The specific or approximate dates during the school year when activities described above are scheduled, or expected to be scheduled.
3. How to opt their child out of participation in activities as provided in this policy.
4. How to request access to any survey or other material described in this policy.

This notification shall be given at least annually, at the beginning of each school year, and within a reasonable time after any substantive changes regarding the contents of this policy.

The Superintendent or designee shall establish administrative regulations for protecting student identity and privacy in the administration of protected information surveys and the collection, disclosure or use of personal information for marketing, sales or other distribution purpose.

TRANSPORTATION BUS TRANSPORTATION RULES

Students must follow the directions of the bus driver at all times while under his/her supervision. The driver may not remove a student from the bus for disciplinary reasons. The driver must report, in writing, all violations of safety regulations, as well as any disciplinary problems, to the building principal on the proper form.

To assist bus drivers to carry out their responsibilities for the conduct and safety of their passengers, the district bus drivers have authority to apply the uniform safety rules and regulations. Student bus passengers who refuse to respect the authority of the drivers will be disciplined in accordance with district policy.

AT ALL TIMES:

1. Exercise caution, good manners, and consideration for other people.
2. Obey the driver; his/her first concern is your safety.
3. Ride only that bus to which you have been assigned. Exceptions must be approved by the school principal in writing.
Each bus will carry an assigned seating roster.
4. Help your bus driver maintain the schedule posted for the run.
5. Abusive or abrasive language will not be tolerated, regardless to whom remarks are directed.

WAITING FOR THE BUS:

1. Be at the stop at least 5 minutes ahead of time in case your bus is running early.
2. Stay a safe distance from the roads.
3. Respect the property of the person near your bus stop.
4. Pay attention to traffic; do not play games.
5. Get into line when the bus approaches.
6. Stay clear of the bus until it comes to a complete stop.
7. If the bus does not arrive on-time, wait at least fifteen (15) minutes before returning home.

TRANSPORTATION AUDIO/VIDEO MONITORING (Policy #810.2)

Purpose

The use of video and audio recording equipment supports efforts to maintain discipline and to ensure the safety and security of all students, staff, contractors and others being transported on district-owned, operated, or contracted school buses or school vehicles.

Definitions

School bus means a motor vehicle that is designed to carry eleven (11) passengers or more, including the driver, and is used for the transportation of pre-primary, primary or secondary school students to or from public, private or parochial schools or events related to such schools or school-related activities.[\[1\]](#)

School vehicle means a motor vehicle, except a motorcycle, designed for carrying no more than ten (10) passengers, including the driver, and used for the transportation of pre-primary, primary or secondary school students while registered by or under contract to the school district. The term includes vehicles having chartered, group and party rights under the Pennsylvania Public Utility Commission and used for the transportation of school children.[\[1\]](#)

Authority

The Board authorizes the use of video and audio recording on school buses and school vehicles.[\[3\]](#)

Guidelines

The district shall comply with the provisions of federal and state laws and regulations regarding student record requirements as applicable to the district's use and disclosure of recordings. Recordings considered part of a student's educational record shall be maintained in accordance with established student record procedures governing access, review and disclosure of student records.[\[4\]](#)[\[5\]](#)

WARNING: All school busses may be under continuous surveillance by video/audio monitoring equipment. All activities by riders will be recorded to aid the School District in maintaining appropriate discipline and promote safety on the bus.

Student Use of Motor Vehicles (Policy #223)

Purpose

The Board regards the use of motor vehicles for travel to and from school by students as an assumption of responsibility by parents/guardians and students.

Authority

The Board shall permit the use of bicycles by students in accordance with district administrative regulations, provided that students have been granted permission by the building principal and have obtained parental permission to ride a bicycle to school.[\[1\]](#)

The Board shall permit the use of motor vehicles by secondary students in accordance with district administrative regulations, provided that such students have followed established procedures and obtained the required permit have been granted permission by the building principal to drive a motor vehicle on school grounds.[\[1\]](#)

The Board prohibits the use of skateboards, mini-bikes, motorcycles, ATVs and unauthorized vehicles on school property.

The Board shall not be responsible for motor vehicles that are lost, stolen, or damaged, or for injuries arising from their use.

Delegation of Responsibility

The building principal or designee shall disseminate administrative regulations for operating and parking of authorized motor vehicles to affected students.

The building principal or designee shall establish standards for granting permits, which contain the warning that infraction of rules may result in revocation of the permit.

Guidelines for Policy #223 - Use of Motor Vehicles

The district permits use of motor vehicles for travel to and from school by students. The following guidelines explain the districts procedures for operating and parking of authorized motor vehicles and bicycles to affected students.

Procedures

Parking Permits

1. Student parking is available as a privilege to seniors and juniors, who may park on campus after purchasing parking passes. Parking passes are sold on a "first-come, first-serve" basis. Parking Permits will be made available to students beginning the second full week of August each school year.
2. Students must have their permit hanging from their rear view mirrors in view on their assigned vehicles whenever in the parking lot. Students must register all vehicles that they plan to drive.
3. Students must notify the office of any change in information on the parking application including address, vehicle make/model, or license number.
4. Parking permits are awarded to individuals and specific vehicles. No one else, but that individual, may use the permit. Any disregard of this rule will lead to loss of privileges for both parties.
5. A student whose pass is temporarily suspended must turn in his/her pass by the end of school (3:00 PM) the school day that the pass is suspended. Failure to do so will result in the parking suspension being extended.
6. If a student loses a pass, he/she forfeits the opportunity to park at school. A second pass will not be issued.
7. Anyone driving to school and parking on school property while privileges are suspended will lose his/her parking privileges for the remainder of the school year.
8. Cars parked in a district parking lot during the suspension of a parking permit may be towed at the owner's expense.
9. District Administration reserves the right to enter and inspect any vehicle and the contents therein at any time while the vehicle is parked on school grounds.

Motorized Vehicles/Parking

1. During the summer, student athletes will only be permitted to park in the High School gymnasium lot. Student band members and summer school students will only be allowed to park at the Middle School/High School entrance and the parking lot near the middle school entrance. Students will not be permitted to park anywhere else on school grounds (i.e. elementary school, middle school, other high school lots, etc.). Students will only be permitted to move their vehicles with Administrative permission or when leaving school grounds.
2. During the school year, students will only be permitted to park in their assigned spaces. Other parking spaces are off-limits at all times and are reserved for faculty, staff and visitors. Anyone who parks in any other area will be subject to suspension of parking privileges. Students will only be permitted to move their vehicles with Administrative permission or when leaving school grounds.
3. After 4:00 PM during the weekday and any time on weekends, students will be allowed to park in the parking spaces that are closest to their activity/practice. This includes parking at the stadium and elementary school. The only exception will be when "games" are being played in the stadium. All parking for stadium games will be in the High School lots.
4. All legal driving laws and courtesies must be observed while on school property. Anyone driving in a dangerous or reckless manner will be subject to having parking privileges revoked for the remainder of the school year and a possible citation.
5. When students arrive at school in the morning, they should immediately enter school....students are not permitted to loiter in the parking lot. Students must enter the school through the main MS/HS entrance or the HS Gym Lobby entrance (7:40 – 7:50 AM).
6. Trespassing, excessive speed, reckless driving, tire squealing, burn outs, and other inappropriate vehicular offenses could result in police notification.
7. The failure to follow appropriate driving rules will result in: First (1st) offense = parking privileges being revoked for ten (10) student scheduled school days; Second (2nd) offense = parking privileges being revoked for twenty (20) student scheduled school days; Third (3rd) offense = parking privileges being revoked for the remainder of the school year.

Bicycles

1. Students wishing to ride a bicycle to school must have completed the Bicycle Permission Form granting permission from the building principal and parent/guardian.
2. Locks will not be provided for students to secure their bicycle at school.
3. Bicycles are not permitted in the school building at any time.
4. The District shall not be responsible for bicycles that are lost, stolen, or damaged, or for injuries arising from their use.

Permanent Parking Pass Suspension

1. Cars parked illegally (fire lane, handicapped, etc.) will result in police notification and parking privileges revoked.
2. There is NO Smoking/Vaping at any time in the parking lots, including while vehicles are entering or exiting the campus. Anyone caught smoking/vaping in the parking lot or on campus will have his/her parking privilege revoked on the first offense in addition to being subject to other penalties. Students with a parking permit, who allow other students to smoke in their vehicles, while on school property, will be subject to the same penalty as if they were smoking themselves.
3. The following items are prohibited in student's cars while on school property under any circumstances: weapons, banned substances (i.e. alcohol, marijuana, illegal drugs) and any other items identified by school policy. Students caught with any of these items in their vehicles will immediately have their parking privileges revoked for the remainder of the school year in addition to being subject to other penalties.
4. Driving privileges will be revoked for the school year if students are riding in/on bumpers, trunks, hoods, roofs, beds of vehicles, or any other non-vehicle manufactured seating/riding areas. (drivers & riders)

ALMA MATER

Our Alma Mater, Fairfield High,
we come to honor thee,
We've worked and played within your
halls, and fought for Green and White,
Our Alma Mater, Fairfield High,

our love for you will be,
So staunch and true, whate'er we do,
we'll do with all our might.

Our school days here have been such fun,
so joyous and so free,
The friends we've made in our school days,
we'll cherish all our whole life through.
Our Alma Mater, Fairfield High,
although we're leaving thee,
No matter where our lives may lead,
we will remember you.

**Fairfield Area School District Student Technology Agreement All
Parents or Guardians Please Complete for Each Student**

I have read the District Acceptable Use of Internet, Computers and Network Resources (Board Policy 815) and I agree to follow the rules contained within. I understand that if I violate the rules my account can be terminated and I may face other disciplinary measures in accordance with FASD policies. I hereby release the district, its personnel, and any institutions with which it is affiliated, from any and all claims and damages of any nature arising from my child's use of, or inability to use, the District system, including, but not limited to claims that may arise from the unauthorized use of the system to purchase products or services.

I will instruct my child regarding any restrictions against accessing material that are in addition to the restrictions set forth in the District Acceptable Use Policy. I will emphasize to my child the importance of following the rules for personal safety. I give permission to issue an account for my child and certify that the information contained in this form is correct.

Student Name _____
Grade _____
School _____
Student Signature (grades 7-12) _____ Date _____

By checking this box I certify that I am participating in the Chromebook Protection Plan. A payment is enclosed for coverage of my child's device.

Parent/Guardian Signature _____ Date _____
Parent/Guardian Name _____
Home Address _____ Phone _____

Letter to Parents or Guardians

This letter describes the Internet services. The following topics are covered or attached:

- Description of the various levels of student access through the system
- Google Education Account creation and information
- FASD Chromebook Protection Plan and Agreement

The Internet is a global network that will provide your child with access to a wide range of information from throughout the world. Use of the Internet for educational projects will assist in preparing your child for success in life and work after graduation. It is possible that your child may find material on the Internet that you would consider objectionable. The District Acceptable Use Policy restricts access to material that is inappropriate in the school environment. Although your student's use of the Internet will be filtered by staff, we cannot guarantee that your child will not gain access to inappropriate material. There may be additional kinds of material on the Internet that are not in accord with your family values. We would like to encourage you to use this as an opportunity to have a discussion with your child about your family values and your expectation about how these values should guide your child's activities while they are on the Internet. The levels of access to the Internet provided to your child will vary according to the educational purpose and your child's age. The various levels of access are described in the attached document.

You and your child must sign the Student Account Agreement to establish an account. Additional District Policies, including the Acceptable Use of Internet, Computers and Network Resources policy (Board Policy 815), are available on the school website and in the Student Handbook. Printed copies may also be obtained from building offices.

Fairfield Area School District Levels of Student Access

Student Access to Fairfield Area School District's Network Technical Services Provided through the District created computer accounts:

1. World Wide Web. Internet access provides a wide range of information in the form of text, graphics, photographs, video and audio from throughout the world.
2. Office Software Package. Allowed usage of spreadsheet, word processing, presentation, and database applications.
3. Destiny Library and online book resources. Provides availability of academic journals, multimedia presentations and videos, and online books for viewing and checking out.
4. Online classrooms through Schoology (grades 2-12) and Seesaw (grades K-1) providing real time collaboration with teachers and other students through online posting of assignments, schoolwork, and other classroom related discussions.
5. Google G Suite for Education Core and Additional Services. District managed online resources provided by Google that integrate in to student accounts and the classroom environment to enrich learning. Additional details noted below.
6. Clever Portal for single sign-on access to a variety of school supported applications such as Study Island, ABC Mouse, Big Ideas Math, and more.
7. Skyward SIS student browser access for viewing grades, schedule information, bus information, and more.
8. Other applications used and COPPA information is available on the District Technology website: <https://www.fairfieldpaschools.org/Page/2596>

Google G Suite for Education Information

Using their G Suite for Education accounts, students may access and use the following “Core Services” offered by Google (described at https://gsuite.google.com/terms/user_features.html)

-
- Gmail (grades 7-12)
- Calendar
- Chrome Sync
- Classroom
- Docs, Sheets, Slides, Forms
- Drive
- Groups
- Keep
- Sites
- Vault

In addition, we also allow students to access certain other Google services with their G Suite for Education accounts. Specifically, your child may have access to the following “Additional Services”:

-
- Chrome Web Store (for classroom apps, only approved apps are usable)
- Bookmarks
- Books
- Cloud Print
- Earth
- Groups
- Maps
- Photos
- Scholar Profiles
- Search Console
- Takeout
- YouTube

Google provides information about the information it collects, as well as how it uses and discloses the information it collects from G Suite for Education accounts in its G Suite for

Education Privacy Notice. You can read that notice online at https://gsuite.google.com/terms/education_privacy.html

Email access for students in grades 7-12 will be enabled. This allows for documented communication between students, teachers, and staff. The same policies and guidelines for appropriate behavior with all FASD technology usage applies to student email usage. All email is stored and is subject to inspection if necessary. All email is scanned for language and content, and any inappropriate language and content will not be delivered and disciplinary action will occur. Non-school email accounts are not allowed for usage on district devices and networks.

Chromebook Protection Plan

Please read this entire section to determine if this program is needed for you and your child's protection against damage of the FASD Chromebook equipment in your care. Please refer to additional information in the current Chromebook Handbook for specific examples of how the plan works.

Opting in to this plan can be completed by checking the box on the account agreement page. This coverage is effective from the date that this form and the technology fee have been paid. The coverage is good for the current school year only and this form must be completed annually.

This plan is being offered directly from Fairfield Area School District. This coverage will protect you from paying the full cost of repairs or replacement of your student's Chromebook due to drops, surges, and accidental damages. The following items are NOT covered:

- Lost or Stolen Chromebook
- Damage caused by negligence including but not limited to leaving it outside in an automobile, immersion in liquid, any type of damage caused by food or drink, damage caused by pets, rough/inappropriate handle, etc.
- Intentional misuse of one's own or a peer's device.
- Lost power cords.

This protection plan covers ONE repair on the student's device. An estimate will be provided to parents in the event of damage to the device. Parents will then have the ability to choose to pay the estimated cost of damage or utilize their coverage repair.

The building Principal and Technology Coordinator will determine if damage to the device was negligent, malicious, or willful. Students must clear all Chromebook fees before participating in school-related events, including attendance or participation at sports, dances, and graduation. In the event of theft or fire, a police or fire report must be filed by the family and a copy of the report delivered to your respective building office within seventy-two (72) hours of the incident or discovery of the theft.

Cost is dependent on Free and Reduced Meal program enrollment and partial semesters/years are not refundable. Per family, the cost will not exceed 2.5 students (detailed below).

- Price per student for coverage is \$30.00 not to exceed \$75.00 per family.
- Federal reduced lunch qualified: Price per student for coverage is \$20.00 not to exceed \$50.00 per family.

- Federal free lunch qualified: Price per student for coverage is \$10.00 not to exceed \$25.00 per family.

FAIRFIELD AREA SCHOOL DISTRICT

ADMINISTRATIVE PROCEDURES ACCEPTABLE USE POLICY (cont'd)

815

Opting in to this plan by checking the box on the agreement page with your signature indicates your acknowledgement and understanding of these guidelines. Please include payment when submitting this agreement.

If you choose not to opt in, you understand that you are responsible for any and all damages or loss of the FASD Chromebook and included accessories. Current replacement costs range from \$150 to \$300 depending on device make, age, and model.

Students that are not opted in for coverage are still able to check out a Chromebook for classroom usage from a building office on an as needed basis. The device must be returned immediately after use and cannot be taken home, stored in a locker, or taken off of school grounds. If damage occurs while in the student's possession, families may be asked to cover repair costs.

Revised July 22nd, 2020