

# Fairfield Area Elementary School Student

Handbook 2024-2025



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## FAIRFIELD AREA SCHOOL DISTRICT MISSION STATEMENT

### ***Students First!***

#### **The Seven Virtues of a Fairfield Knight**

1. **Courage** – Graciously committing to the challenges and sacrifices of difficult tasks.
2. **Resolve** – Determination; Firmness of purpose or intent.
3. **Mercy** – Creating a sense of peace and community through attitudes, words, and actions. 4. **Generosity** – Willingly sharing time, attention, wisdom, and energy to create a strong and diverse community.
5. **Integrity** – Upholding convictions at all times.
6. **Scholarship** – Pursuing meaningful knowledge and experiences for the benefit of self and society.
7. **Enterprise** – The bold spirit of accomplishment.

#### **WELCOME**

Welcome to Fairfield Elementary School. At Fairfield Elementary, we strive to meet the needs of all our students. The staff is committed to addressing student's needs and use a variety of techniques and offers an instructional program that contributes to the educational, emotional, physical, and social growth of our students. The educational program emphasizes developmentally appropriate educational practices in Language Arts, Mathematics, Social Studies, Science and Health. Also included are Physical Education, Music, Art, Library, Technology and Guidance Services. Individualized programs are offered for students with special needs.

As we provide these opportunities, parents and teachers join together to work as a team and address the educational scope for the students. The school year is an exciting adventure involving learning and growth for all students. We ask all students: be challenged, be yourself and belong!

### **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.

**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.**

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Students that are present in the Fairfield Area Elementary School buildings after 3:45 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 an 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**

### **GRADING PROCEDURES**

“A set of grading standards shall be established which shall encourage more uniformity. Criteria used for grading shall include homework, examination scores and classroom participation.”

#### 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.

### **GRADING OF REPORT CARD SYSTEM**

Grading Percentages, Equivalent Letter Grades, and Corresponding Quality Points

<i>Percentage Score</i>	<i>Grade on Report Card GPA</i>	<i>Numerical Value(Quality pts)</i>
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.

An incomplete (I) will be changed to a failure unless work is completed 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 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 office. 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 contact with the teacher.

#### **Final Grades**

The following table 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 have failed two subjects at the end of each grade level will be subject to review for recommendation for retention at that grade level.

#### **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 am. After 8:30 am, 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 pm 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.

### **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 the 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.

### **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.

#### 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.

Early Dismissal – is a dismissal prior to 1:15 and will be recorded as ½ day absent.

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.

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.

### **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 should be submitted on an Educational Journey Request Form which can be obtained at the building office. Each request should 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 building principal and conveyed to the parent or guardian in writing.

Approval of each request will be based on 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. Emergency reasons
- d. 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). Failure to produce this note upon returning to school will result in an illegal absence from school.

#### **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.

Tardiness to school: 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:

4<sup>th</sup> Offense & Every Unexcused Tardy 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 marking period as follows:

1<sup>st</sup> Offense: Teacher Warning

2<sup>nd</sup> Offense: Parent Contacted by Teacher

3<sup>rd</sup> Offense & Every Late to Class 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 5-8 who are absent will be provided two school 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. Student and teacher will collaborate to find a time to make up all tests missed.

## **TRANSFER & WITHDRAWAL PROCEDURE**

Students withdrawing must comply with the Pennsylvania School Code.

Students shall secure all required signatures requested on District withdrawal form:

1. Return all books and materials to each teacher.
2. All monies owed must be submitted to proper organization.
3. Return all equipment belonging to school to the proper person.
4. Clear attendance/guidance office needs.

## **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 Catoctin 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.)
- 4.

## **DISCIPLINE INFORMATION**

### **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.

#### **CHEATING**

- 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.

#### **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.**

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](http://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] 19 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.

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**

### **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.

#### **CAFETERIA**

Goal: To provide a socially acceptable safe and secure environment for the students to relax, enjoy their lunch and interact with peers.

Lunch monitors and students will establish and review student expectations for reasonable cafeteria behavior at the beginning of every school year and review as necessary.

The established criteria will be followed regardless of who is monitoring lunch. Repeated violations of the established expectations could result in new procedures and criteria being created.

#### **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.

#### **Computer/ Technology Usage**

The Fairfield Area School District is committed to providing students with access to technologies as an instructional tool to support and facilitate learning, communication and collaboration, access to information, and research. Student use of technology shall be consistent with the curriculum adopted by the district as well as the varied instructional needs, learning styles, abilities and development level of students.

#### **Acceptable Use of Technology**

The Fairfield Area School District Policy on the Acceptable Use of Internet, Computers and Network Resources (Policy 815) outlines the parameters of appropriate and responsible use of technology. Students are required to abide by all of the guidelines detailed in the policy. A full version of the Acceptable Use of Internet, Computers and Network Resources Policy is available on the Fairfield Area School District website by clicking on Board Policies.

Students must be aware that the use of the internet and network facilities is a privilege, not a right. Inappropriate use, malicious acts, or vandalism, as detailed in the Acceptable Use Policy will result in disciplinary action as determined by the student code of conduct. This may also include the cancellation of access privileges and/or the notification of the appropriate legal authorities. The building administrator and/or FASD administration have the authority to determine the appropriateness of use.

#### **Acceptable Use of Online Tools**

The educational environment and degree of technology integration in FASD classrooms may require that students access technology tools while using both FASD-owned and personally-owned equipment (e.g. home computer, cell phone, etc.) and/or using FASD-managed or personally managed resources (e.g. Internet, Cellular data, etc.). Such technology tools include, but are not limited to, hardware, software, internet access, web-based applications, personal electronic devices, telecommunication products, audio/video equipment, and any other technology tool used for classroom instruction.

Any student user accounts created by FASD personnel or by students, for the purpose of completing course curriculum are subject to the guidelines defined by the Policy 815 Acceptable Use of Internet, Computers and Network Resources regardless of where the access to that technology tool has taken place. At a minimum, FASD students could be assigned a network login and a Fairfield Area School District Google Workspace for Education account (includes FASD Gmail and Google Apps) in the FASD's Google domain. All email will be filtered for profanity and archived. Users have *no expectation of privacy or confidentiality* in the content of such technology tools and inappropriate, unauthorized, or illegal use will result in appropriate disciplinary action.

**By acknowledging acceptance of this handbook and signing the attached agreement**, in order to comply with the Children's Online Privacy Protection Act (COPPA), you hereby agree that your child may have accounts created and used for educational purposes in any of the educational technology resources located at <http://bit.ly/fasdcoppa>. The primary goal of COPPA is to place parents in control over what information is collected from their young children online. The Act was designed to protect children under age 13 and applies to operators of commercial websites and online services (including mobile apps) that are collecting personal information from children under 13, preventing them from disclosing or sharing that information for commercial or inappropriate purposes.

### Care and Use of FASD Technology Equipment Issued to Students

Fairfield Area School District students will be issued a portable device (e.g. Chromebook) to assist them in the educational process. When a FASD owned device is issued, the serial number of the device will be recorded and assigned to the student the District's asset inventory system. Students are responsible for protecting the device from damage, loss or theft and for protecting the information it contains. To help defray the cost of lost or damaged technology equipment, families have the option to participate in the Fairfield Area School District's Chromebook Protection Plan.

Additional care and use guidelines can be found in the District's [Chromebook Handbook](#)

### .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.

#### **DAILY OPENING PROCEDURES**

Safety of the students, faculty, and staff remains a constant priority. The District is continually evaluating and reviewing procedures that impact safety. Building entrances are one such area of careful evaluation and review as the entrances impact the overall safety of the Middle School/High School.

Students arriving by personal transportation must enter through the Elementary School entrance located at the front of the building and may go directly to the cafeteria for breakfast or their classroom. Supervision of students begins at 8:40am. Students will not be permitted into the building until that time. If you arrive early, please wait in your vehicle until the doors open and students are directed to exit the vehicles.

Students will be dismissed to exit the school buses at 8:40am.

Students must be in their homeroom class and seated by 8:55 a.m. at which time attendance will be taken and morning announcements will occur.

#### **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. o 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.

## **DRESS AND GROOMING – Policy 221**

### **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.<sup>[1][2]</sup>

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.<sup>[2]</sup>

### **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.<sup>[2]</sup>

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

## **DRESS GUIDELINES**

Fairfield Area School District recognizes that each student and their parent/guardian hold the primary responsibility for determining the student's personal attire, hairstyle, jewelry, and personal items (e.g., backpacks, book bags). The District and its schools are responsible for ensuring that student attire, hairstyle, jewelry, and personal items do not interfere with the health or safety of any student and does not contribute to disrupting the learning environment for any student.

Students have the right to be treated equitably. Students should be able to dress and style their hair for school in a manner that expresses their individuality without fear of discipline. Enforcement of the Dress & Grooming Guidelines will not create disparities, reinforce or increase marginalization of any group, nor will it be more strictly enforced because of race, racial identity, ethnicity, gender, gender identity, gender expression, gender nonconformity, sexual orientation, cultural or religious identity, socio-economic status, body size/type, or body maturity.

### **Students must wear clothing that is not overly revealing:**

- Top (shirt, blouse, sweater, sweatshirt, tank, etc.) extending to the waistline, when standing, on all sides (any top that does not, must be covered by a top that does extend to the waistline on all sides);
- Bottom (pants, shorts, skirt, dress, etc.); and
- Footwear.

### **Students may not wear clothing, jewelry, or personal items that:**

- Are pornographic, display sexual messages, double innuendos or profanity, contain threats, or that promote illegal or violent conduct such as the unlawful use of weapons, drugs, alcohol, tobacco, or drug paraphernalia.
- Demonstrate hate group association/affiliation and/or use hate speech targeting groups based on race, ethnicity, gender, sexual orientation, gender identity, religious affiliation, or other protected groups;
- Demonstrate gang association/affiliation;
- Cover the head (hats or hoodies, except on authorized days, as announced, or worn in observance of a student's religion, as detailed below);
- May cause damage or injury to persons or school property (spikes, chains, etc.).

Sunglasses are not to be worn during school hours unless for medical reasons. A doctor's note should be submitted to the respective building office for any student needing sunglasses.

The District may require additional student attire protocol when necessary to ensure safety in certain academic settings (e.g., physical activity, science, Vocational Agriculture, Technology Education, or Career and Technical Education courses).

Attire worn in observance of a student's religion are not subject to the Dress & Grooming Guidelines. Students may wear any religiously, ethnically, or culturally-specific head coverings or hairstyles, such as hijabs, yarmulkes, headwraps, braids, dreadlocks, and cornrows.

### **Enforcement**

Building-level administrators are required to ensure that all staff are aware of and understand these Dress & Grooming Guidelines.

Adults should not touch students or their clothing to correct dress code violations and should not require students to remove prohibited clothing in public spaces.

Staff will use reasonable efforts to avoid dress-coding students in front of other students and staff. Dress-coding is the act of issuing detention, being sent home for, calling home for a change of clothes due to, or sending a student to the principal's office for the infraction of breaking the dress code. Further, no student shall be referred to as "a distraction" due to their appearance or attire.

Students shall not be disciplined or removed from class (i.e. sent to the principal's office without the opportunity to remedy the attire/change clothes) as a consequence for wearing attire in violation of these Dress & Grooming Guidelines unless the attire creates a substantial disruption to the educational environment, poses a hazard to the health or safety of others, or factors into a student behavior rule violation such as malicious harassment or the prohibition on harassment, intimidation, and bullying. One way to remedy the attire is to turn a garment inside out. Though not disciplinary in nature, a student may be instructed to leave their classroom briefly to change clothes but will be expected to return promptly to minimize loss of instruction time.

Typical consequences for a violation of the Dress & Grooming Guidelines include parent/guardian contact or conference and the directive to cover, change, or remove the non-complying attire. The Principal, or their designee, should notify a student's parent/guardian of the school's response to violations of the Dress & Grooming Guidelines. Consequences may be more severe for ongoing violations.

**Administration will exercise final discretion on judging each infraction.**

### **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:<sup>[7][8]</sup> 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.

**McKinney-Vento Act (Homelessness)**: This act was created to support homeless persons. The Act defines the term

"homeless children and youths" as individuals who lack a fixed, regular, and adequate nighttime residence. If you

believe you are eligible for assistance, please contact the district liaison, Aaron Taylor, Assistant to the

Superintendent at 717-642-2054 or [tayloraa@fairfield.k12.pa.us](mailto:tayloraa@fairfield.k12.pa.us) You may also find information, district processes,

and family resources on our Fairfield Area School District website at

<https://www.fairfieldpaschools.org/domain/451>

### **ELECTRONIC DEVICES/ CHROMEBOOK EXPECTATIONS (Policy #237)**

Chromebooks need to be charged each day and ready to use. The student should bring the charger to school. Chargers will not be given to students from the depot. If a student does not come to class prepared and with a charged Chromebook repeatedly; a parent/ guardian will be contacted. After three (3) times, parent/guardian will be contacted through an email, After five (5) times, parent/guardian will be contacted by a phone call. After six (6) or more times, the result will be a lunch detention.

During instruction, no earbuds or headphones should be worn.

During instruction, no cell phones should be used. Cell phones are not permitted during the school day. If a child brings a cell phone or any electronic device, it should be turned off and in the child's backpack for the entire school day.

Watches should not be used to communicate during the school day. If a watch is used or is a distraction during the day, the student will be asked to remove the watch and keep it in their backpack/ locker for the school day.

### **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

### **MTSS**

Multi-Tiered Systems of Support (MTSS): Multi-Tier System of Supports (MTSS) is an educational process that provides high-quality, research-based instruction and intervention based on individual learners' academic, social, and behavioral needs which are identified through screening and progress monitoring. Adjustments to instruction and interventions are based on learners' performance and rate of learning success. MTSS requires the use of research-based programs to remediate learners. Through the routine assessments, we gain insight into the skills children have already mastered and skills where they continue to need assistance. Learners in need of assistance will be monitored through the MTSS process. Using MTSS the school makes every attempt at early intervention to teach and remediate learners with focused instruction so that they experience success at school. If you have any questions regarding MTSS, feel free to contact the building principal. The principal can provide you with information regarding tier placement, assessment results, and other information regarding learning support services. A parent/guardian has the right to request an evaluation through the district at any time during this process

### **A Guide to Special Education Services and Programs:**

This guide lists and explains the Special Education Services and Programs available in the district. The Learning Support, Autistic Support, and Gifted program are operated by the School District. Emotional Support and Life Skills services and programs are provided in conjunction with the Adams County Consortium.

- Instructional Support: Every effort will be made to adapt a regular education program to yourchild's needs before he is evaluated for special education services. Classroom adjustments may include curricular adaptations, modifications in assignments,changes in instructional approaches, and/or changes in instructional or behavioral management approaches.
- Due Process: The FourteenthAmendmentto theUnited States Constitution ensures everyone "due process" and "equal protection" of the law.Due process is a series of steps to guarantee each pupil a free, appropriate public

education. At each step in determining your child's need for specially designed instruction, parents are involved in the decision-making process. An explanation of your due process rights is available upon request in our schools.

- Confidentiality: The District ensures the confidentiality of learner records in the following ways:
  - Limited access to authorized school personnel for the purpose of aiding the learner.
  - Obtaining parental approval for release of information to all other sources.
- Autistic Support/PDD: Services and programs for exceptional pupils with a diagnosis of autism or pervasive developmental disorder (PDD).
- Emotional Support: Services and programs for pupils with inappropriate behavior and inability to develop interpersonal relationships that adversely affect educational performance over a long period of time.
- Hearing Impaired Support: Services and programs for pupils with hearing loss, ranging from mild to severe, interfering with communication.
- Learning Support: Services and programs for exceptional pupils whose primary identified need is academic support.
- Life Skills Support: Services and programs for exceptional pupils where instruction is focused primarily on functional academics and daily living.
- Multiple Disabilities Support: Services and programs for exceptional pupils who are identified as having a combination of physical and mental disabilities.
- Physical/Occupational Therapy: Services and programs for exceptional pupils with orthopedic and/or fine motor skill difficulties.
- Speech and Language Support: Services and programs for exceptional pupils whose language, voice, fluency or articulation impairments, affect communication.
- Visually Impaired Support: Services and programs for exceptional pupils with loss of vision, affecting educational performance
- Gifted Support: Services and programs for gifted identified learners who need curriculum enrichment and/or advancement.

#### ESL

English as a Second Language (ESL) For learners whose primary home language is not English, testing and instruction in English as a Second Language is required, dependent upon proficiency. The instruction will be delivered utilizing classroom pull-out and co-teaching. ESL instruction is core-academic instruction. The ESL Program Plan is available for review upon request. ESL Resources  
ESL Administration: Aaron Taylor at [tayloraa@fairfield.k12.pa.us](mailto:tayloraa@fairfield.k12.pa.us) or 717-642-2054

#### 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.

#### **Title I**

i. Notification to Parents/Guardians of Teacher Qualification compliance with .P.107-110, SECTION1111(H) (6) (A) The Federal No Child Left Behind Act of 2001 requires school districts that receive federal Title I funding to notify parents/guardians of their right to know the professional qualifications of the classroom teachers who instruct their child. As a recipient of these funds, FASD will provide you with this information in a timely manner if you request it. Specifically, you have the right to request the following information about each of your children's classroom teachers:

- Whether The teacher meets the state qualifications and licensing criteria for the grades and subject he or she teaches
- Whether The teacher is teaching under emergency or provisional status because of special circumstances
- The teachers' college major, whether the teacher has any advanced degrees, and the field of discipline of the certification or degree was committed to providing quality instruction for all learners and does so by employing the most qualified individuals to teach and support each learner in the classroom. If you would like to receive any of the information listed above for your child's teacher, please contact the building principal. FASD is an equal opportunity educational institution and will not discriminate on the basis of race, religion, national origin, sex, age, and disability in its activities, programs, or employment practices as required by Title VI, Title IX, Section 504 and the Americans with Disabilities Act. For Information regarding civil rights, grievance procedures or accessibility issues, contact Aaron Taylor, Title I, II, III, IV, VIII, Title IX and Section 504 Coordinator; at [tayloraa@fairfield.k12.pa.us](mailto:tayloraa@fairfield.k12.pa.us) 717-642-5042

#### **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.

#### **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.

#### **LOCKERS & LOCKS**

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 that is supplied by the school. Lost locks will be charged to students at \$10.00 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 outside the building office. Lost articles may be claimed 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.<sup>[1][2][3][4][5][6][7][8][9][10][11][12][13][14][15][16][17][18][19][20]</sup>

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.<sup>[21][22][23][24][25][26]</sup>

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. 45  
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:

#### INTERMEDIATE UNIT

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

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

#### SCHOOL DISTRICT OFFICES

##### ADAMS COUNTY:

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

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

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

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

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

CHARTER SCHOOLS:  
Gettysburg Montessori Charter School  
120 East Broadway  
Gettysburg, PA 17325  
717-334-1120

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

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

Littlestown Area School District

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 30<sup>th</sup> 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.

### **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.<sup>[1]</sup>

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.<sup>[1]</sup>

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.<sup>[2][3][1]</sup>

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.<sup>[4][1]</sup>

#### 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.<sup>[3]</sup>

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.

#### 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.

#### **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: Aaron Taylor  
 Assistant to the Superintendent  
 717-642-2054  
 tayloraa@fairfield.k12.pa.us

#### **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.

## **UNLAWFUL HARASSMENT (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.

### **WATER BOTTLES**

The administration recognizes the importance of water consumption for students and staff. These guidelines provide an environment that encourages water as the drink of choice within the school community. Students/Staff shall be permitted to carry water bottles during the school day based on the below guidelines.

- It is recommended that only clear/see through plastic water bottles are to be used at school. ●  
Glass products are not acceptable as a water bottle.
- Bottles must clearly display the student's name.
- Bottles must contain water and water only; NO juice, soda, addables, energy drinks, etc.
- Bottles must have a closable lid (this will be a screw-on lid or push-top).
- Water bottles are not be played with on school grounds or busses; this includes throwing or flipping of bottles and squirting or pouring the content onto others.
- Students will be responsible to re-fill the bottle between classes. Students should not leave the classroom to re-fill a water bottle.
- Students may not share water bottles.
- Water bottles should be emptied on a regular basis and taken home regularly and sanitized. The District is not responsible for lost or damaged water bottles. Failure to follow these guidelines may result in the student losing the privilege of having a water bottle, and further disciplinary action.

### **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.<sup>[1]</sup>

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.<sup>[1]</sup>

**Authority**

The Board authorizes the use of video and audio recording on school buses and school vehicles.<sup>[3]</sup>

**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.<sup>[4][5]</sup>

**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.

**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.