

AMBRIDGE AREA SCHOOL DISTRICT



ELEMENTARY

Parent / Student Handbook

2025-2026

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ALMA MATER

**HAIL ALMA MATER
MOTHER GREAT AND TRUE
HAIL AMBRIDGE HIGH SCHOOL
WE SING PRAISE TO YOU
WHEN E'RE OUR HEROES
STRIVE AND BANNER FLY
TO AMBRIDGE HIGH
WE WILL PLEDGE OUR LOYALTY
THROUGHOUT ALL ETERNITY**

**GARNET AND GRAY THE
BANNER THAT WE LOVE
TRUE TO OUR COLORS
WE SHALL EVER BE
STRONG FIRM UNITED
IN CONFLICT ARE WE
IN AMBRIDGE HIGH
AS WE MARCH IN BOLD ARRAY
'NEATH GARNET AND THE GRAY**

Introduction

The following pages represent the rules and regulations for student behavior at Ambridge Area School District. Important information for a successful school year is outlined. Students are encouraged to review this information with their families. Those who follow the rules and practice good manners experience success.

Once the handbook/planner is distributed, each student and a parent/guardian must sign-off that they have received a copy and are aware of its contents. They also must complete a computer usage and prescribed medication form located at the end of this section. Cooperation with regard to this process is greatly appreciated.

Failure to comply with this procedure could result in exclusion from sports, field trips, school activities and/or disciplinary action. Together we will have a positive and successful school year.

Revisions to this handbook may be made during the school year as the result of Board policies approved after the date of publication. In such cases students and their parents will be advised of additions or deletions and their impact on students' safety and conduct.

If you would like to meet with staff or administration, we ask that you make an appointment so that we can be sure to give your questions the time and attention they deserve.

**Elementary Instructional Day
8:25 to 3:05**

**Parent AM Drop-off Time
8:15**

**Parent PM Pick-up Time
3:05**

ELEMENTARY CONTACT INFORMATION

ECONOMY ELEMENTARY

Aphrodite N. Galitsis, Principal
724-266-2833, Ext. 6245
agalitsis@ambridge.k12.pa.us

Linda Sparacino, Secretary
724-266-2833, Ext. 6240
linda.sparacino@ambridge.k12.pa.us

Stella Condit, Secretary
724-266-2833, Ext. 6238
stella.condit@ambridge.k12.pa.us

PARENT DROP-OFF & PICK-UP LOCATION: CAFETERIA ENTRANCE

HIGHLAND ELEMENTARY

Stephanie Hull, Principal
724-266-2833, Ext. 7202
stephanie.hull@ambridge.k12.pa.us

Katherine Kuczma, Secretary
724-266-2833, Ext. 7200
katherine.kuzma@ambridge.k12.pa.us

**PARENT DROP-OFF & PICK-UP LOCATON: AM DROP-OFF, EXIT A
PM PICK-UP, Exit B**

STATE STREET ELEMENTARY

JoAnn Hoover, Principal
724-266-2833, Ext. 4213
jhoover@ambridge.k12.pa.us

Beverly Cobern, Secretary
724-266-2833, Ext. 4215
bcobern@ambridge.k12.pa.us

PARENT DROP-OFF & PICK-UP LOCATION: FRONT ENTRANCE

PARENT / GUARDIAN MUST READ & SIGN

Dear Elementary Families,

The Elementary Parent/Student Handbook is available electronically on the Ambridge Area School District website at www.ambridge.k12.pa.us. Please review the handbook together with your child to be apprised of its contents.

This handbook has been prepared to inform you about Ambridge Area Elementary Schools. You will find the rules and regulations that govern the day-to-day operation of our school in this handbook. You will also find important information that everyone needs to know and understand. Please read this handbook carefully. It provides valuable information that can be used throughout the school year. If you do not have internet access, please call the school office and a copy of the handbook will be provided to you.

In addition, the handbook contains the Acceptable Computer and Network Usage Policy for students, pages 27-30. The Parent/Guardian must sign the bottom of this form to verify that they have read the contents of the handbook and that they are aware of the guidelines set forth for computer usage. Your signature indicates that your child may access the internet and use the District-assigned Office 365 apps and email account. Please review the computer guidelines with your child.

If this form is not returned to your child's homeroom teacher, your child will not have access to the school computers. Please sign and return the bottom portion of this letter by **Thursday, September 4, 2025**.

Lastly, it is the parent/guardian's responsibility to inform the school of any changes of address or telephone number in writing upon a change occurring.

Sincerely,
The Elementary Administration

DETACH AND RETURN THIS FORM TO YOUR HOMEROOM TEACHER BY SEPTEMBER 4, 2025

I have read the Parent / Student Handbook for the 2025-2026 school year. I accept and understand the specific contents of the handbook as well as the guidelines set forth for computer usage. I assume responsibility for damages (hardware/software) resulting from deliberate or willful acts by my child.

In addition, kindly complete page 46, the Responsible Use Computer Policy in this handbook and return to your child's homeroom teacher by Thursday, September 4, 2025.

Student Signature _____ **Date** _____

Parent / Guardian Signature _____ **Date** _____

Student Last Name

First Name

Homeroom:

AMBRIDGE AREA SCHOOL DISTRICT
Request for Medication Administration in School

***To be completed by licensed prescriber:

Date: _____

Student's Name _____		DOB _____	Grade _____
Medication	#1 _____	#2 _____	
Dosage	_____		
Time of Administration	_____		
Length of Administration	Start _____ Stop _____	Start _____ Stop _____	
Reason for Medication	_____		
Administration Instructions	_____		
Side Effects	_____		
Field Trip	Please check the following option when a parent/guardian or a parent/guardian designee (non-staff) is unable to attend a field trip: _____ Yes, the prescribed dose can be withheld on the day of the trip. _____ Yes, the time can be adjusted with the parent to be administered upon return to school. _____ No, this medication must be given to the child at the prescribed time. Explanation _____		
Competency for Self Administration	I, _____, certify that this student has a potentially life threatening (licensed prescriber's printed name) illness and requires an inhaler or auto injecting epinephrine. This student is competent and has been instructed in the proper method of self administration of said medication. This student may therefore carry and self administer his/her inhaler or auto injecting epinephrine.		
Signature of Licensed Prescriber	Name _____ Phone _____ (not valid without licensed prescriber signature)		
To be completed by the Parent/Guardian: I give permission for my child to receive the above noted medication at school according to School Board Policy 210, and 210.1. I waive and release the District and any District employee from any and all liability or responsibility for the administration of the medication or benefits or consequences of the medication and acknowledge that the District bears no responsibility for ensuring that the medication is taken. I also give permission for the school nurse to contact the licensed prescriber, as necessary, regarding the medication. Parent/Guardian Signature: _____ (not valid without signature)			
Telephone Home: () _____ Cell: () _____ Work: () _____			
If there is a two hour delay of opening school: _____ Yes, administer my child's medication as prescribed. _____ No, I will contact you if the time is to be adjusted.			
ONLY THE PRESCRIBED MEDICATION CAN BE LEGALLY ADMINISTERED BY LICENSED PERSONNEL			

AMBRIDGE AREA SCHOOL DISTRICT WELCOME

We would like to welcome you to our elementary school in the Ambridge Area School District. Our goal is for your child to have a positive educational and social experience. Our elementary schools have a warm atmosphere with energetic teachers and staff that will make your child's learning experience both enjoyable and fun.

Please do not hesitate to contact the school principal if you have questions or concerns throughout the school year. We look forward to interacting and getting to know each and every one of you. For your convenience, all the Elementary School addresses and phone numbers are listed below. Best wishes for a fun and successful school year.

Aphrodite Galitsis
Economy Elementary
1000 First Street
Freedom, PA 15042
(724) 266-2833 x6245

Stephanie Hull
Highland Elementary
1011 Highland Ave.
Ambridge, PA 15003
(724) 266-2833 x7202

JoAnn Hoover
State Street Elementary
600 Harmony Road
Baden, PA 15005
724) 266-2833 x4213

Notice of Non-Discrimination

Pennsylvania School Districts do not discriminate in their educational programs, activities or employment practices based on race, color, national origin, sex, disability, age, religion, ancestry or any other legally protected classifications. This policy is in accordance with State and Federal laws, including Title VI of the Civil Rights Act of 1964, Title IX of the Education Amendments of 1972, Sections 503 and 504 of the Rehabilitation Act of 1973, the Age Discrimination Act of 1975, and the Americans with Disabilities Act of 1990.

Ambridge Area School Board Meetings

The Meet and Discuss Meetings are held at the high school on the second Wednesday of every month at 7:00 pm. School Board Meetings are held at the high school on the third Wednesday of every month at 7:00 pm. Dates are also located on the Ambridge Area School District Website.

Pre-K and Kindergarten Registration

To enroll a child in kindergarten, the child must be five years old on or before September 1st of the school year. The child's birth certificate, a record of immunizations signed by a physician and two proofs of residency are required. Pre-K available for 3 and 4 year olds meeting family income eligibility.

Act 80 Days

Ambridge Area Schools will be using several Act 80 days for in-service work for the professional staff. Two full Act 80 Days will be used for elementary parent-teacher conferences. There is **NO SCHOOL** for elementary students on these designated days. The remaining days will be used for instructional and professional development. This is a state-mandated planning program.

Mission Statement

The mission of the Ambridge Area School District is to be the “Bridge” to leading and learning, preparing students for the future through academic excellence

Vision Statement

We believe: ~ Our community should encourage and support its youth to succeed by being actively involved in the education process ~ We must build trust through a positive approach with our students, staff, and community ~ An appreciation and respect for diversity enriches the learning experience ~ Every student should be challenged by a curriculum that maximizes their academic potential.

~ The development of a positive self-esteem is necessary for individual growth ~ In the preparation of students to become life-long learners in an ever-changing global society ~ Accountability is essential for achieving high expectations

Philosophy of Discipline

In order to live and work in an orderly democratic school environment, it is necessary to establish rules and regulations, which will ensure the rights and welfare of all. When these regulations are violated, the student will be subjected to an appropriate form of discipline.

In all cases, the administration retains the right to use its discretion in evaluating cases, which may lead to ISS, OSS or referral for expulsion.

Emergency Closings, Early Dismissals, Delays

Please visit the Ambridge Area School District website at <http://www.ambridge.k12.pa.us/> to check for information regarding closings and delays. Please listen to the Bridger Blast and/or the following radio/TV stations for announcements of emergency school closings, delays, and early dismissals:

KDKA Radio	1020 AM	WBVP Radio	1230 AM
KDKA TV	Channel 2	WMBA Radio	1460 AM
WTAE TV	Channel 4	Froggy Radio FM	94.9, 98.3,
WPXI TV	Channel 11		103.5, 104.3

If there is a morning delay, or in the event of an early dismissal due to inclement weather or an emergency, walkers will adhere to the bus schedule. Please do not contact the school or the bus company to obtain information regarding school cancellations, delays or early dismissals. Furthermore, on days when the wind-chill factor is a potential concern and no cancellation or delay occurs, please pay special attention to dress your child/children with extra outerwear. Your cooperation in adhering to these requests is greatly appreciated.

SCHOOL POLICIES ARE IN EFFECT

Policies in the handbook are in effect:

During school hours, on school property, while using District approved transportation, before, during, and

after school events observed and/or supervised by District staff, while enroute to or from school, during the school day when truant from school, or any other time a reasonable nexus can be made with the educational mission or representation of the school.

ACCIDENTS

Students injured on the way to or during school should report to the nurse's office immediately.

ASSEMBLIES

Assemblies are held throughout the school year to meet students' interests and enhance academics. Students are reminded to treat guests with respect during assemblies and remain in their assigned seats. Students are to be courteous when others are performing and/or speaking during an assembly.

BIRTHDAY PARTY INVITATION

To ensure consistency among elementary schools and within each school building, birthday invitations can only be passed out in school if the student is inviting their entire class. If they would like only certain students to be invited to their party, then we ask the parents to distribute the invitations outside of school.

BUS PASSES

Bus passes will be honored **only** if the student count does not exceed the legal capacity of the bus. Parental written request with bus stop information required.

CAFETERIA

Lunches are served daily in the cafeteria. All students are provided breakfast and lunch on a daily basis at no cost. Lunch menus are sent home monthly and can be found on the school district website.

In accordance with Federal Law and U.S. Department of Agriculture policy, this institution is prohibited from discriminating on the basis of race, color, national origin, sex, age, or disability.

To file a complaint of discrimination, write USDA Director, Office of Civil Rights, Room 326-W, Whitten Building, 1400 Independence Avenue, SW,

Washington, DC 20250-9410 or call (202) 720-5964 (voice and TDD). AASD is an equal opportunity provider and employer.

CAFETERIA RULES:

- Respect the authority of all adults
- Stay in line – no cuts
- Walk at all times
- Keep your table and surrounding floor area clean. Throw all trash away.
- Leave cans, bottles, or books in lockers or classroom.
- Keep your hands to yourself.
- Throwing food or objects is a Level III offense resulting in a 3- to 10-day suspension.

ASSIGNED SEATS IN LUNCHROOM:

At the beginning of the year, all students must sit at the table assigned to their homeroom. **Students who do not follow the rules in the lunchroom will be subject to the procedures below:**

First Offense – Verbal warning to student, by faculty or staff.

Second Offense – 1 day lunch detention in the auditorium or hall.

Third Offense – 1 week assigned seat in lunchroom.

Fourth Offense – Assigned seat in lunchroom until December or June, (whichever comes first)

Fifth Offense – Assigned seat in lunchroom for remainder of school year.

NOTE: Depending on the violation, the principal has the right to issue other consequences accordingly. **Questions about student lunches should be addressed to Mrs. L Holman @ ext. #2395.**

The Ambridge Area School District Foodservice Department is operated in accordance with the U.S. Department of Agriculture's policy, which prohibits discrimination on the basis of race, sex, age, disability, religion or national origin. Any person who believes he or she has been discriminated against in any USDA-related activity should write to: Administrator, Food and Nutrition Service, 3101 Park Center Drive, Alexandria, VA 22302

CHANGE OF ADDRESS/PHONE

Parents are to notify the school office with change of address, phone number or emergency information as soon as possible. Updated information is essential should an emergency occur. Parents may update their own information in Infinite Campus.

CHEATING

Any student caught cheating on a test or assignment will receive a grade of “zero” for that test or assignment. Details of the incident will be submitted by the teacher to the administration for possible additional disciplinary action.

CURRICULUM

The content, skills, and assessments for each course are presented in the District’s Curriculum Maps. These maps are aligned to the Pennsylvania Core Standards. The elementary course of study is organized as prescribed by the Department of Education. Reading, which is considered to be the most important area, receives the greatest time allotment, and is integrated within all other areas. In reading, the children are exposed to a variety of strategies. Numerous supplemental materials are utilized to enrich and enhance the program.

Social Studies is taught as a combination of geography and history. Mathematics, health, science, and handwriting are included in the daily schedule. Art, general music, STEAM, and physical education occur once a week. Instrumental music lessons and chorus are offered to fourth and fifth grade students as part of the curriculum.

Exemption from Specific Instructional Activities

District policy provides parents the right to have their child excused from specific instruction which conflicts with their religious or moral beliefs, upon receipt by the school district of a written request from the parents. To be exempted, the request must be made in writing and must detail the specific instruction from which the student is to be excused. The written request to be excused shall be sent by the parent/guardian or student to the classroom teacher and building principal. One copy of the request shall be retained in the student’s permanent school records, a copy shall be kept by the school principal, and a copy shall be submitted

to the teacher from whose instruction the student is to be excused.

A student who chooses to refrain from participation in such an activity will be offered an alternative education project or assignment for the purpose of providing the student an avenue for obtaining the factual knowledge, information or experience required by the course of study. Students will not be discriminated against for their decision to exercise this right.

Please see policy 105.1 and 105.2 for further information.

All elementary schools are equipped with a computer lab. The lab is equipped with a network system which includes applications for all necessary operations. Students and parents are required to sign the AASD Computer Usage Policy before using the District’s computer labs.

DANCES

The Parent Teacher Association (PTA) / Parent Teacher Organization (PTO) sponsor school dances. The following rules apply:

1. Any student who was given an ISS or OSS is not permitted to attend any dances following the suspension without prior permission from the principal.
2. After entering the dance, no student is permitted to leave unless a parent/guardian comes for them.
3. All school rules of behavior and dress code are enforced at dances. Any student sent home from a dance for disciplinary reasons could be suspended.
4. Under no circumstances will outsiders or guests be permitted to attend.
5. Rides should be at the school when the dance ends. **Any student still remaining 15 minutes after the dance will not be permitted to attend the next dance.**
6. Students who are absent on the day of a dance may not attend; exception would be an official doctor’s excuse presented to the office or to the administrator at the dance.
7. Students with disciplinary violation(s) or attendance concerns may be prohibited from attending or participating in school dances.
8. Food and drinks may be purchased at the dances.

DEBTS

Students owing money for lost or damaged textbooks, broken or lost devices, or any other financial responsibility, will not receive their report card. Ultimately, the student will not receive his/her high school diploma unless the account is paid.

DETENTION

If a student is assigned detention by the principal or a teacher for misbehavior, he/she must report to the teacher's room or office immediately. Failure to report for detention will result in suspension.

Students will be assigned lunch detention for various levels of misconduct. They will be required to bring books to a specified room, eat lunch, and work on school assignments until their lunch period is over.

DISCIPLINE POLICY AND COMPUTER USAGE

Parent(s)/guardian(s) and students are responsible for reviewing all the policies set forth in the handbook. The student will return the signature page of the handbook along with the computer usages and responsibility page to his/her homeroom teacher.

BACKPACKS / WATER BOTTLES

- As a reminder, students should ONLY have clear, plastic water bottles.
- Students are no longer permitted to bring 3-Ring Binders or Trapper Keepers to school. They may use non-metal organizational folders moving forward.
- Students will only be permitted to utilize clear book bags/backpacks and should only have essential school items (iPads, folders, notepads, writing utensils) beginning December 3, 2024.
- Students will utilize clear lunch bags beginning December 3, 2024.

DRESS CODE

The Board recognizes that each student's mode of dress and grooming is a manifestation of personal style and individual preference. See Board Policy 221. A student's appearance must be appropriate for the learning environment. This dress code is designed to serve both purposes.

Students are expected to wear clean, neat clothing that is comfortable and, at the same time, is considered in good taste by the school population, staff and visitors. School clothing should be appropriate for the time, place, known class activities and weather conditions.

The following are specific interpretations of this policy:

1. Students are not permitted to wear outer jackets or coats in the school building or its classrooms during school hours.
2. All headwear is prohibited from being worn, except that permitted as a religious expression under relevant law. Hoods may not be worn up while indoors. Bandanas are not permitted to be worn anywhere on one's person or personal belongings.
3. All pants and shorts must be worn in a manner deemed acceptable by the administration. Clothing must be sized appropriately. Excessively baggy-style pants or any styles that expose areas below the waist are not permitted. Pants and shorts must be worn around the waist at all times. Pants may not be so long as to prevent safe movement without tripping.
4. Students are not permitted to wear extreme fashions in apparels, jewelry or grooming that are distracting, disruptive, disrespectful, revealing or unsafe.
5. Students are not permitted to wear tube tops, chained wallets or spiked jewelry. Clothing may not display bare midriffs. See-through clothing, sleepwear and apparel that is excessively tight fitting is prohibited.
6. Appropriate undergarments must be worn and shall not be exposed.
7. Clothing that may disrupt the educational process is not permitted, including those that display vulgarities, obscenities or discriminatory words or images. This includes clothing that portrays suggestive sexual logos from restaurants, bars or other establishments. Clothing that promotes the use of drugs, alcohol or tobacco products or that includes sexual innuendos is not permitted. Any clothing that expresses violence and/or profanity in any form is prohibited.
8. Any clothing that symbolizes affiliation with gangs or cults is prohibited.

The administration shall determine appropriate school attire/appearance and reserves the right to redirect, counsel or temporarily remove any student whose clothing/appearance causes or may cause a disruption to the educational process. If necessary, parental/guardian notification will occur and their assistance utilized to bring the student's dress into compliance.

Parent/guardian cooperation is required to ensure that students comply with this policy. In extreme cases or after repeated reminders to conform to the dress code, it is possible that students may be asked to return home to change clothes or to bring acceptable articles into school in anticipation of future needs. Students who refuse to conform to this policy or otherwise are unreasonably uncooperative may be subject to discipline.

EARLY DISMISSAL

If a student is being dismissed early from school, a note from the parent/guardian is required to be sent with the student. The student is required to bring the note to the office before or during homeroom.

FOR THE SAFETY OF ALL STUDENTS, IF A STUDENT HAS A PICK-UP BY ANYONE OTHER THAN THE PARENT/GUARDIAN, IT MUST BE STATED IN THE NOTE, AND APPROPRIATE IDENTIFICATION IS REQUIRED.

The parent/guardian must report to the office with appropriate identification and sign the student out and write an early dismissal note. However, when a student comes to school late or back from an appointment, the parent/guardian does not have to come into the office with the student.

EMERGENCY CARDS (Health Office)

All students are required to have a completed emergency card by the parent/guardian on file in the nurse's office in the event of an emergency.

FIELD TRIPS

Field trips are planned at the teacher's discretion. The student may be responsible for costs associated with the field trip. A permission slip sent home must be signed by the parent/guardian and returned before the student is permitted to attend the field trip. Students with disciplinary violation(s) or attendance concerns may be prohibited from

attending or participating in school field trips. Students violating Level III of the Student Discipline Code will not be permitted to attend field trips.

FIRE DRILL/EMERGENCY EVACUATION DRILL

Follow directions given by your teacher or adult in charge and walk quickly and quietly to the nearest exit. Refer to fire exit procedures.

GRADES AND REPORTING

Student progress is reported every nine weeks. Teacher comments are also used to describe student work and monitor student progress. The following method of reporting grades is used in the Ambridge Area School District:

- A – 90-100
- B – 80-89
- C – 70-79
- D – 60-69
- E – 59 and below

GUM CHEWING

GUM CHEWING IS NOT PERMITTED IN SCHOOL. Careless disposal of chewing gum in drinking fountains, on furniture, and floors presents sanitation and cleaning problems. Students caught with gum will be disciplined under the Student Discipline Code. Repeated violations may lead to school suspension.

HALL PASSES

The hall pass is primarily used for a restroom break. Students are not to abuse the use of the hall pass.

HEALTH OFFICE

Passes to the health office must be obtained from the student's subject teacher. Any medication to be administered during the school day should be hand delivered to the nurse by the Parent/Guardian to the nurse, this includes cough drops. Students are not permitted to carry any type of medication during school hours. If a student becomes ill at school, the nurse or school personnel will call home. Students are not to call home to be excused because of illness.

HOMework

Homework helps the pupil reinforce the basic skills and provides an opportunity for individual research projects. It also helps in providing parents with an understanding of the types of work and subject matter with which the child is involved. Some suggestions to help your child: (1) Provide a favorable environment for home study, (2) Help your child develop a study schedule, (3) Encourage your child to discover and learn for themselves.

A telephone call to the office or a written request should be sent whenever a parent/guardian requests homework or make-up work for a student who will be absent from school for a lengthy period of time. Requests for daily homework assignments should be made in the morning for pick-up in the afternoon. Students are to turn in homework upon returning to school.

LOST AND FOUND

Articles found in and around the school and/or on the bus should be brought to the office. All items that remain unclaimed at the end of the school year will be donated to a local charity.

MEDICATION POLICY

Ideally, all medication should be given at home. It is recognized that many students are able to attend school because of the effectiveness of medication in the treatment of chronic disabilities and illnesses. However, any student who is required to take medication during the school day must comply with school regulations. These regulations include the following:

Prescribed medications

Upon written request from the physician and parent or guardian, the school nurse may administer the prescribed medication to the student. Included in the request must be the name of the student, name of the medication, dosage and frequency, and the reason for administering.

All medication must be in the original protective container which is properly labeled by the physician or pharmacy.

Non-prescriptive medications

Non-prescriptive drugs and medication may be

administered by the school nurse, only after the following conditions are met:

- A written request or authorization from the parent/guardian is required. Included in the request must be the name of the student, name of the medication, dosage, frequency, and the reason for administering.
- All medications must be in the original protective containers which are properly labeled by the physician or pharmacy.

All medication

For any medication to be dispensed within the district, the following guidelines must be met:

- Any medication to be administered during the school day must be taken to the nurse's office (or main office) by the Parent/Guardian.
- Students will not be permitted to carry pills or any medication during school hours.

PARENT-TEACHER CONFERENCES

Parents are ultimately interested in the educational progress of their children. A conference will serve as an opportunity for students, parents, and teachers to become better acquainted.

Conferences between students, parents, and teachers may be initiated by either of the above as the situation warrants, whether it be student need, teacher, or parental request. The conference should be scheduled ahead of time at the convenience of both teacher (*preferably during the planning period before or after school*) and the parent. The school district has built into their school calendar two conference days, one in the fall and one in the spring.

PROGRESS REPORTS

Progress reports are paperless. Parents are required to review student grades on **SIS (Student Information System)** platform five (5) weeks into every nine (9) week marking period. Progress reports are a way to communicate to parents how their child is progressing at school. Parents with questions can contact teachers directly by phone at 724-266-2833 (press 8 for dial by name) or by e-mail.

PROMOTION/RETENTION

The following recommendations are made relative to the promotion or retention of elementary students in the Ambridge Area School District. Each individual case will be analyzed and reviewed carefully. Action taken will best serve the interests of the child. Presently, the school district's policy indicates that no child should be retained for more than one year in a single grade, and not more than two years in grades one through six without special permission. These retentions should take place in the primary grades rather than in the intermediate grades if it is at all possible.

The Building Principal shall be assigned the final responsibility for determining the promotion or retention of each student.

RE-ENTRY FROM PLACEMENT GUIDELINES

- A re-entry meeting will occur prior to the student returning to the classroom. At this time, if it has not already been done, a release must be signed to allow the school and those involved with aftercare to communicate with the agency.
- If the student is referred to treatment by the school, the release can be signed immediately at the agency. If the parent/guardian places the student in treatment, the parent/guardian and student need to sign the release.
- Release of information allows the following people to be apprised of the student's recovery progress:
 - SAP team members
 - Administration
 - Social worker
 - Teachers (as necessary)
 - Aftercare Facilitator
 - Parent/Guardian

SAFETY TIPS ***Especially for Students***

When walking along the road, I will walk to the left facing traffic (*whenever possible*).

I will be careful and will not play on the highway.

Proper conduct is expected of me at my bus stop.

I will be at my bus stop when the bus arrives.

I will take my seat upon entering the bus and conduct myself properly while on the bus.

I will be proud of my bus and will help to keep it neat and clean by cooperating with the bus

driver and will obey directions given by the driver of my bus.

I will wait my turn to enter the bus as directed by the driver or teacher and be seated as quickly as possible.

I shall not stand on the bus while the bus is in motion.

I will keep my arms and head inside the bus at all times when I am on the bus.

I will refrain from using tobacco while riding on the bus.

I will refrain from loud conversation and shouting so as not to distract the bus driver.

I will not engage in horseplay or fighting on the bus.

In the interest of safety to myself and others I will not open or tamper with the emergency doors.

I will not write on the bus seats or in any way deface or destroy the equipment.

The bus is not a cafeteria. I will not eat while enroute to school or home.

I will not transport any animal, firearm, explosive, or anything of a dangerous nature on the school bus.

I understand that State law requires that I cannot bring anything else on the bus except my regular school needs.

I promise I will review this information about school bus transportation frequently with my parents.

**ASSIGNED SEATS ON THE BUS ARE AT THE
DISCRETION OF THE BUS DRIVER AND/OR
SCHOOL PERSONNEL**

SCHOOL IMMUNIZATIONS

All students, kindergarten through grade 12, including all public, private, and parochial schools, must show proof of immunization before they are permitted to attend school in the Commonwealth. The original or duplicate (out of state) immunization record is to be sent to the new school when the student is promoted or is transferred. The record may be given to the parent or student when he/she is transferred.

Minimum Immunizations Required

Children ENTERING SCHOOL (*K or Grade 1*) need the following vaccines:

- 4 doses of tetanus* (*1 dose on or after the 4th birthday*)
- 4 doses of diphtheria* (*1 dose on or after the 4th birthday*)
- 3 doses of polio
- 2 doses of measles**
- 2 doses of mumps**

- 1 dose of rubella (*German measles*)**
- 3 doses of hepatitis B
- 2 doses of Varicella (*chickenpox*) vaccine or a written statement from physician/designee indicating the month and year of disease or serologic proof of immunity

* Usually given as DTP or DTaP or DT or TD

** Usually given as MMR

The Ambridge Area School District is not required to render homebound education to any student who does not meet the above requirements.

Exclusion procedures are at the discretion of Ambridge Area Board of Education.

SOCIAL PROBATION

Extra-curricular activities are considered a privilege and not a right. Social Probation is the exclusion of students from extra-curricular activities and programs such as school dances, sporting events, class activities, and fieldtrips based on discipline referrals.

STUDENT SUPPORT SERVICES

The Ambridge Area School District provides an array of services to the elementary, middle and senior high students through its educational programs, partnerships, and viable network of outside agencies and resources.

Student Support Services include vision and hearing screenings, counseling, social skills groups, speech, vision, hearing, occupational, and physical therapies, psychological evaluations, Student Assistance Program, attendance monitoring, enrollment and Chapter 14, 15 and 16 Services.

Multi-Tiered System of Support (MTSS) helps by focusing on strategies, interventions, and recommendations to help students learn and succeed. Its goal is to help improve reading and math skills for academic success as well as social skills for positive social interactions.

The Student Assistance Program (SAP) is available at the Elementary schools, the Ambridge Area Middle School, and the Ambridge Area Senior High School.

The school district has a student attendance policy. The Social Worker keeps track of student tardiness and absences and will abide by the District Attendance Policy..

\ Services are provided to students with disabilities that require supports according to their Individualized Education Plan (IEP). Gifted Individual Education Plan (GIEP), or their 504 Plan.

If you have any questions, please contact your child's school.

STUDENT ASSISTANCE PROGRAM (SAP)

- The Ambridge Area Student Assistance Program is a component of the Ambridge Area School District's educational and referral-based program.
- The SAP Teams are multi-disciplinary teams composed of school personnel (administration, school nurse, social workers, and teachers) trained to understand and work with students and parent(s) / guardian(s) of students who are at risk regarding issues of adolescent chemical use, abuse, and dependency.
- Mental health issues such as suicide ideation, attempts, threats, and depression are also addressed through this program. SAP's primary role is the identification, intervention, and referral to a licensed drug and alcohol agency or mental health facility. SAP works in cooperation with the family, school professionals, and community agencies to address students at risk for depression and suicide and will follow Ambridge Area School District policy entitled Students at Risk.
- If you, as a parent/guardian or community member, have a concern about a young person, you are encouraged to contact the SAP coordinator, child's teacher, social worker, or building principal.

STUDENT PLANNERS

The district provides the first planner for students in grades three, four and five at no cost. The student planners are school property. The planner is required and intended to help students become organized and to give parents a communication tool between school and home. The replacement cost

for a planner is \$8.00. New planners may be purchased in the office.

STUDENT RECORDS POLICY

In order to comply with the Federal Family Education Right and Privacy Act plus the Buckley Amendment, the Ambridge Area School District is giving official notice of the following:

1. Directory information will be made available during the course of the year to publicize school functions in the news media. If the parents object to the directory information being made available to the news media, they should write a letter to the building principal stating that such information be withheld from the media concerning their child. Directory information will include the following information relating to a student: Student's name, address, telephone number, date and place of birth, major field of study, participation in officially recognized activities and sports, weight and height of members of athletic teams, dates of attendance, grades and awards received, most recent educational agency or institution attended by the student and other similar information. The parent of the student or eligible student may object to directory information being made available.
2. The Ambridge Area School District is informing parents of the purposes and character of data that is being collected during the course of the school year. A list of the tests that shall be administered during the school year is included in this booklet.
3. Parents of students or eligible students are hereby notified of their rights under the Buckley Amendment. A copy of the Student Record Policy may be viewed in the building principal's office. Parents of students or eligible students have a right to file complaints concerning alleged failures by the Ambridge Area School District to comply with the Buckley Amendment by writing to the OFFICE OF HEALTH, EDUCATION AND WELFARE. Parents of students or eligible students who have been identified as having their primary or home language other than English will be notified personally by the principal's office of the provisions of the Student Policy for English Language Learners.

4. The Ambridge Area School District shall forward educational records on request to a school once a child seeks or intends to enroll in that school. The parent of the student, or eligible student, upon request, shall be furnished copies of the educational records that have been transferred. If a parent of a student or eligible student objects to the records being sent to the school in which the child seeks or intends to enroll, they should do so in writing to the building principal.

STUDENT SEARCHES

With reasonable suspicion or in the case of an emergency, **the administration reserves the right to search a student and his/her belongings,** which may include but are not limited to a backpack, clothing, purse or any other belongings.

SUSPENSIONS (ISS) and (OSS)

In-school suspension (ISS) and out-of-school suspension (OSS) are instituted for students not obeying school rules.

Students who receive an out-of-school suspension (OSS) or expulsion are not permitted on school property for any reason, which also means they are not to attend or participate in any school functions.

TESTING

In accordance with the recommendation of the Superintendent of Schools, the Board of Education has approved a testing program designed to provide information concerning the proficiency of children in the district on standardized tests of academic achievement and aptitude.

The results of these tests provide a continuing record of each child's academic progress in comparison with national norms. They are also an invaluable aid to your child's teacher for identifying individual strengths and weaknesses in order to provide more effective individualized instruction. During the coming school year, the following tests may be administered to your child as part of this program.

**KINDERGARTEN
AIMSWeb
FIRST GRADE**

AIMSWeb
SECOND GRADE

AIMSWeb
THIRD GRADE
AIMSWeb/Firefly
Pennsylvania System of School Assessment
(PSSA) (*English Language Arts & Math*)

FOURTH GRADE
AIMSWeb/Firefly
Pennsylvania System of School Assessment
(PSSA) (*English Language Arts & Math*)

FIFTH GRADE
AIMSWeb/Firefly
Pennsylvania System of School Assessment
(PSSA) (*English Language Arts, Math & Science*)

Your child's scores on these tests will be checked carefully and maintained in the school record as long as your child attends school in this system. Should your child transfer to another school system, you will be notified of the transfer of his or her permanent record to the new school system. No individual or agency outside of the school system will be permitted to inspect your child's record without your written permission. Should you wish to examine your child's record file at any time, you may arrange to do so by making an appointment with the principal's office.

TEXTBOOKS

Students are financially responsible for all books issued to them, whether lost or damaged excessively.

THEFT/VALUABLES

The school and school district are not responsible for items stolen from school property.

Parents and Students: It is strongly advised that items of value (even sentimental value) should never be brought to school.

TWO HOUR DELAYS

When school is delayed two hours due to inclement weather, all students, grades Pre-K-5, will ride their regular bus to school. The bus will arrive at their bus stop approximately two hours later than the regular time.

Please refer to the District website, radio, or TV

stations for announcements of emergency school closings, delays, and early dismissals listed on page 7.

Vacation - Make-Up Work

When it is necessary for your child to be absent due to vacation, contact the main office for a vacation request form. A vacation request must be completed and signed by the school administrator prior to absences and not after the vacation or the student will be marked with illegal absences.

The student, upon returning, will have ample time to make up the work that was missed. It is not necessary to send the work or books with them on vacation.

Please discuss with the child's teacher or principal about educational ideas that could be incorporated into your vacation. Remember, if handled properly, a vacation can be fun and exciting as well as educational.

VISITORS

Due to the State's school safety laws, students are not permitted to bring visitors to school during the regular school day.

All visitors, regardless of their purpose in the school, **MUST** report to the office. No one is permitted in the school without authorization from the office and a visitor's badge. Former students visiting teachers may only enter the building after 3:30 pm.

VOLUNTEERS

Volunteers are encouraged to become a member of the PTA/PTO.

Volunteers must have all four clearances:

- 1) Criminal Record Check ACT 34
- 2) Child Abuse History ACT 151
- 3) FBI Finger printing (for class trips only)
- 4) Current TB test

Volunteers must follow all confidentiality laws. Volunteers must report concerns to the building Principal.

AMBRIDGE AREA SCHOOL DISTRICT ATTENDANCE POLICY

The purpose of this policy and its associated guidelines is intended to promote regular school attendance and to facilitate the academic, social, emotional, and physical development of students.

Compulsory School Attendance Law

The compulsory school attendance law of the Commonwealth of Pennsylvania (24 PS 13-1327) requires every child of compulsory school age to be in school attendance, unless absent for an approved reason, and charges the parents/guardian of the child with the responsibility for the child's school attendance. The Every Student Succeeds Act (ESSA) Federal law indicates a 94% attendance rate as the benchmark for academic success. The attendance rate at the elementary and the attendance/graduation rate at the secondary level are used to determine Annual Yearly Progress. **In order to be in compliance with ESSA, any student missing 10 or more unexcused days (independently or combined) will be subject to a citation. As a result of a magistrate's ruling, fines could be levied and/or driver's license suspended.** Attendance is compulsory from the Federal level down to the State level with local districts being held accountable for enforcing attendance policies.

ABSENCES

"Absence" is the failure of a student to attend school on those days, half days, and minutes school is in session.

<u>Excused Absence/Tardy:</u>	<u>Unexcused Absence/Tardy:</u>
▪ College Visitation/Junior-Senior Excusal for Interviews (Maximum of 3 days total) ▪ Court Appearance ▪ Death in the Immediate Family(parent, grandparent, sibling)(Maximum of 5 days for out of town, up to 3 days for local) ▪ Delay or Absence of School Bus (MUST notify school) ▪ Dental and Medical Appointments (with written documentation from doctor) ▪ Educational Tour/Trip ▪ Family Vacation (Maximum of 5 days with advance principal approval) ▪ Homebound Instruction (as determined by medical examination and principal approval) ▪ Illness/Health Care ▪ Impassable Roads ▪ Quarantine ▪ Religious holidays and Religious instruction	▪ Babysitting ▪ Days identified as "skip days" ▪ Gainful employment ▪ Hair Appointment ▪ Having a vehicle fixed/inspected ▪ Hunting ▪ Leaving school without permission ▪ Missing the school bus ▪ Non-approved sporting events ▪ Non-approved trips ▪ Non-school related activities ▪ Shopping

* The list is not all-inclusive and does not preclude the classification of other absences as excused or illegal/unexcused as determined by building administration.

Tardiness

A student who is tardy to school after the late bell must report directly to the school office where a tardy slip will be issued to be given to the student's teacher for admittance to class.

Tardy minutes to school accumulate. There are 360 minutes in a school day, and when a student accumulates 360 minutes tardy to school or leaves for an early dismissal, it will count as one (1) unexcused absence. Notification letters will be sent home when the student has accumulated a total of:

1. 1080 total minutes tardy = 3 days
2. 2520 total minutes tardy = 7 days
3. 3600 total minutes tardy = 10 days

Tardiness vs. Half-Day Absence

	Elementary	Secondary
Tardy	8:25AM – 11:30 AM	7:35 AM – 11:00 AM
Half-Day	11:30 AM – 12:30 PM	11:00 AM – 12:00 PM

Early Release From School

Any student who leaves school during the day must have parental permission. A student is allowed ten (10) early dismissals throughout the school year. After ten (10) early dismissals, a medical excuse is required from the doctor (within 3 days) in order for the time to be excused.

COMPULSORY ATTENDANCE AND TRUANCY ELIMINATION PROGRAM

1. Parent/guardian should direct their children to report to school even when it appears that the child may be late for school. **The parent/guardian is urged to call the school office whenever their child will be absent from school. A written parental excuse must be received by the school office upon return to school.**
2. For students to receive credit for a course, they must meet both academic and attendance requirements established and approved by the Ambridge Area Board of Education. Student attendance and participation in a class are crucial to the learning process.
3. A parent can only excuse ten (10) student absences during the school year. Absences beyond the tenth day require documentation; a parent note must be received by the attendance office within three (3) days of the student's return to school from an absence. A letter will be sent home on the 10th day of parental excuses, after which a medical excuse will be required for additional absences.
4. A written notice will be sent home for students following the 3rd, 7th, and 10th unexcused/illegal absences for the school year. (Keep in mind that any absence that isn't documented within three days after returning to school is considered unexcused/illegal).
5. Upon receiving the third notice (10 school days), the student will also be referred to the District Magistrate. Additional citations will be issued following continued absences.
6. To support and prevent patterns of absenteeism, the following may occur:
 - Referral to the AASD Social Worker
 - Referral to Truancy
 - Referral to SAP/Child Study
 - Referral to CYS
 - Referral to Magistrate
 - Referral to Beaver County Behavioral Health.

AMBRIDGE AREA SCHOOL DISTRICT

BUS RULES REGULATIONS

All Kindergarten students will be returned to the school if an adult or parent is not at the bus stop to meet them.

Bus violations are taken very seriously. They jeopardize the safety and well-being of all the students on the bus. Improper behavior on the bus is totally unacceptable and will not be tolerated. Students are expected to comply with bus regulations and be cooperative and courteous with the driver. The driver is in charge of enforcing bus policies while students are on the bus.

OBJECTIVE: The objective of the AASD is to provide every student who uses school-provided vehicles with safe transportation to and from school.

PARENTS: In order to achieve this objective, we need the support of parents. We are asking that parents should review the following school bus rules with their children and let them know the critical importance of following directions and not distracting the bus driver.

BUS RULES:

Students shall:

1. Enter the bus, take a seat and **remain seated** until it is time to exit the bus
2. **Keep their hands and feet to themselves** and under **no circumstances** have body parts such as hands or head outside of the bus window
3. **Not throw or toss** items in or outside of the bus
4. **Not eat or drink** on the bus
5. **Speak in a low tone of voice**, no screaming or inappropriate language is allowed.
6. **Only ride on the assigned bus** and in some cases sit in assigned seat as designated by the school principal
7. **Follow all school rules** and regulations as outlined in the Student Code of Conduct found in the Student Handbook which is available on the district/school website
8. **Listen to and follow the directions** of adults on the bus such as the bus driver, bus aide or building staff member

Caution to students & parents:

Students' bus transportation to and from school is a **privilege** and **not a right**. **Failure of students** to follow the school rules and regulations **may** result in:

- **Loss** of student bus transportation to and from school on a temporary basis
- In or out of school **suspension**
- ***Expulsion** from the Ambridge Area School District

*An incident of student disruption such as fighting which causes the driver to stop or pull the bus off the road and call for law enforcement, Bus Company, or school officials and/or emergency services will be treated as conduct that may lead to expulsion from the Ambridge Area School District. **PARENTS - Again we ask for your support in making student bus transportation in the AASD a safe and pleasant experience for all students.**

NOTE: *The PRINCIPAL has an obligation to address all bus issues including any violation which may not be listed above.*

Some bus offenses receive school suspension, as well as a bus suspension. This action is at the discretion of the building principal and in accordance with the school district policy. Absence or tardiness due to loss of bus riding privileges will be considered **ILLEGAL** and appropriate action will be taken. **IF AN OFFENSE NECESSITATES IMMEDIATE BUS SUSPENSION, A WARNING WILL BE BYPASSED.**

Students needing to ride a different bus must submit a written note from their parent/guardian containing the following information: bus number, bus stop, reason for the request, and a parent/guardian phone number where they can be reached for confirmation. This request must be submitted to the office when the student arrives at school in the morning. If approved, a bus pass will be available in the office during the student's lunch period.

STUDENT RESPONSIBILITIES

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.

STUDENTS DO NOT HAVE THE RIGHT TO INTERFERE WITH THE EDUCATION OF FELLOW STUDENTS. IT IS THE RESPONSIBILITY OF ALL STUDENTS TO RESPECT THE RIGHTS OF TEACHERS, STUDENTS, ADMINISTRATION AND ALL OTHERS WHO ARE INVOLVED IN THE EDUCATION PROCESS.

Students should, therefore, express ideas and opinions in a respectful manner so as not to offend, slander, or threaten the safety of others.

It is the **student's responsibility** to:

1. Be aware of all rules and regulations for student behavior and conduct themselves in accordance with them.
2. Be willing to volunteer information in matters relating to health, safety, and welfare of the school community and the protection of school property.
3. Dress and groom to meet fair standards of safety and health, so as not to cause disruption of the educational process (see specific dress code located on page 11)
4. Assume that until a rule is waived, altered or repealed it is in full effect.
5. Assist the school staff in operation of a safe school for all students enrolled therein.
6. Be aware of and comply with state and local laws.
7. Exercise proper care when using public facilities and equipment.
8. Attend school daily, except when excused, and be on time to all classes and other school functions.
9. Make all necessary arrangements for making up work when absent from school.
10. Pursue and attempt to satisfactorily complete the courses of study prescribed by state and local school authorities.

PHILOSOPHY OF DISCIPLINE

In order to live and work in an orderly democratic school environment, it is necessary to establish rules and regulations, which will ensure the rights and welfare of all. These rules and regulations are designed to create a safe and supportive learning environment for all students. This is a collective responsibility. When these regulations are violated, the student will be subject to an appropriate form of discipline.

Many matters are handled initially by teachers and other professionals in a constructive manner. Typically, behavior interventions progress in a classroom environment in the following manner: warning/private conference with the student, contact home to parents/guardians. Teachers may require classroom detentions before referring the matter to administration.

In all cases, the administration retains the right to use its discretion in evaluating cases, which may lead to OSS or referral for expulsion. Reference to the Principal is inclusive of her designees, such as the Assistant Principal.

The district does not discriminate against students with disabilities relative to discipline or implementation of the Code of Conduct. 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 district reserves the right to escalate and mitigate discipline based on individualized review of each matter, the circumstances and other relevant factors.

STUDENT DISCIPLINE POLICY TEACHER DETENTION

The teacher has the right to assign a teacher detention(s) with a student for any minor disciplinary infractions. All detentions assigned by teachers will be served in their classroom or designated area. After three (3) minor disciplinary infractions and parental phone contact, students can be referred to the principal.

DISCIPLINE INFRACTIONS AND LEVELS

LEVEL I offenses include, but are not limited to, significant classroom/school behaviors that disrupt normal school day operations, insubordination, disruptive profanity, disrespect to staff, fellow students and others; leaving class without permission; class cuts; and other mild misconduct as determined by the Principal.

Consequence(s): Appropriate consequence(s) as determined by the Principal, including but not limited to after-school detention, lunch detention, student/teacher conference, student/administrator conference, written reflection assignment, reteaching/model expectations, individual/group counseling, referral to Student Assistance Program (SAP) for prevention (e.g. social emotional skills instruction groups) intervention by counseling staff/guidance counselor; other appropriate alternatives to exclusionary discipline (exclusionary discipline includes detention, in-school suspension, out of school suspension). The Principal reserves the right to develop and implement appropriate consequences for Level 1 offenses for students.

LEVEL II offenses include but are not limited to 2nd and subsequent Level 1 offenses that would rise to the level of an after-school detention; first time possession¹ of pepper spray with voluntary surrender of device at or before bag check/lobby of the building before the start of school; possession of pornography, illegal gambling, possession of an incendiary device (i.e. matches or lighter) and other minor misconduct as determined by the Principal.

Consequence(s): Appropriate consequence(s) as determined by the Principal, including but not limited to up to one (1) day out of school suspension or one (1) day in-school suspension. Additionally, the Principal may implement other consequences described above in Level 1.

¹ Pepper spray and other over-the-counter self defense propellants are considered a weapon pursuant to Board policy. Use, attempted use, threat of use, and/or possession of such items, except as otherwise addressed as a Level II offense, including subsequent inadvertent transport/possession, shall be treated as a Level 6 infraction.

LEVEL III offenses are more serious than those found in Level II and represent potential harm to self, others, property and/or may rise to the level of a crime.

Such offenses include, but are not limited to, 2nd and subsequent Level II offenses; serious network and technology violations, leaving school grounds without permission; vandalism resulting in minor property damage; possession of tobacco and related vaping products or devices; minor theft; and other moderate misconduct as determined by the Principal.

Consequence(s): Appropriate consequence(s) as determined by the Principal, including but not limited to up to three (3) days out of school suspension or three (3) days in-school suspension. Level 3 offenses may be referred to law enforcement for potential citation, filing of charges and/or arrest. Additionally, the Principal may implement other consequences described above in Level 1.

LEVEL IV offenses are serious. These actions result in realized harm to self, others, property and rise to the level of a crime.

Such offenses include but are not limited to, 2nd and subsequent Level III offenses, use of tobacco/vaping device; sexual harassment or illegal discrimination; bullying; hazing; serious threats directed to others; physical altercation ²with or physical harm to another person; vandalism resulting in significant property damage; theft of money or valuables; shoplifting on class trips; manufacture or knowing use of counterfeit money; and other serious misconduct as determined by the Principal.

Consequence(s): Appropriate consequence(s) as determined by the Principal, including but not limited to up to five (5) days out of school suspension or five (5) days in-school suspension. Level 4 offenses shall be referred to law enforcement for potential citation, filing of charges and/or arrest. Additionally, the Principal may implement other consequences described above in Level 1.

LEVEL V offenses result in serious realized harm to self, others, property and rise to the level of a crime.

Such offenses include but are not limited to, 2nd and subsequent Level IV offenses, making terroristic threats or bomb threats; other conduct rising to a level above a Level IV offense, as may be determined by the Principal.

Consequence(s): Appropriate consequence(s) as determined by the Principal, including but not limited to up to ten (10) days out of school suspension or ten (10) days in-school suspension. Level 5 offenses shall be referred to law enforcement for potential citation, filing of charges and/or arrest. Additionally, the Principal may implement other consequences described above in Level 1.

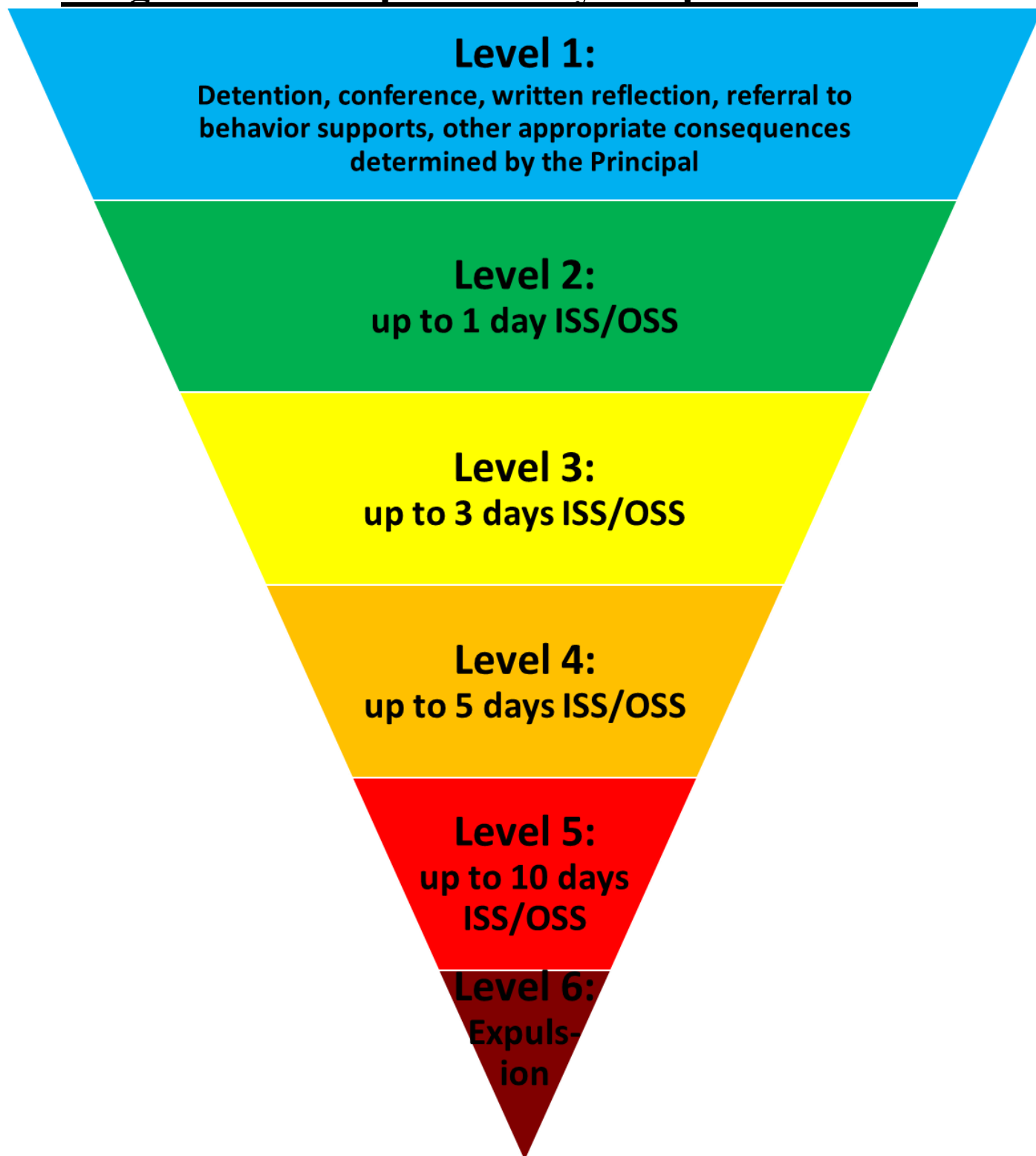
LEVEL VI are the most egregious conduct possible in school or in society and will not be tolerated.

Such offenses are weapons offenses, drug and/or alcohol violations and physical altercations to result in serious bodily injury and any other violation requiring an expulsion as a matter of law.

² The district reserves the right to consider mitigating and aggravating evidence and circumstance when determining appropriate consequences associated with a fight or altercation. Clear aggressor of a physical altercation, if determinable, shall receive more severe consequences.

Consequence(s): Alternative educational placement for 45 days, unless extension is permitted; or expulsion, up to one (1) year. Level 6 offenses shall be referred to law enforcement for potential citation, filing of charges and/or arrest.

Progressive Discipline Policy Graphic 2022-23



** Please refer to the district handbook for more specific details about each level. This graphic is simply to serve as a visual reminder of our new progressive discipline policy.*

Ambridge Area School District Board Policy 218.2 Terroristic Threats/Acts

The Ambridge Area School Board recognizes the danger that terroristic threats and acts by students present to the safety and welfare of District students, staff, and community. The Board acknowledges the need for an immediate and effective response to a situation involving such a threat or act.

Terroristic Threat – shall mean a threat to commit violence communicated with the intent to terrorize another, to cause evacuation of a building, or to cause serious public inconvenience, in reckless disregard of the risk of causing such terror or inconvenience.

Terroristic Act – shall mean an offense directed toward property or involving danger to another person.

The Board prohibits any District student from communicating terroristic threats or committing terroristic acts directed at any student, employee, Board member, community member, or school building.

The Board directs the Superintendent to react promptly and appropriately to information and knowledge concerning a possible or actual terroristic threat or act.

The Superintendent shall be responsible for developing administrative regulations to implement this policy.

Staff members and students shall be responsible for informing the building principal regarding any information or knowledge relevant to a possible or actual terroristic threat or act.

The building principal shall immediately inform the Superintendent after receiving a report of such a threat or act.

When an administrator has evidence that a student has made a terroristic threat or committed a terroristic act, the following guidelines shall be applied:

1. The building principal may immediately suspend the student.
2. The building principal shall promptly report the incident to the Superintendent.
3. Based on further investigation, the principal may report the student to law enforcement officials.
4. The Superintendent may recommend expulsion of the student to the Board.

If a student is expelled for making terroristic threats or committing terroristic acts, the Board may require, prior to readmission, that the student provide competent and credible evidence that the student does not pose a risk of harm to others.

If a student is expelled for making terroristic threats or committing terroristic acts, upon return to school, the student shall be subject to random searches.

In the case of exceptional students, the District will take all steps necessary to comply with the Individuals with Disabilities Act and follow Board policy.

AMBRIDGE AREA SCHOOL DISTRICT WEAPONS AND TOBACCO POLICY

WEAPONS

No person shall possess, handle or transmit any knife, cutting instrument or tool, nunchaku stick, brass or metal knuckles, cane, machete, firearm, shotgun, rifle, BB or pellet gun, bullets, look-alike gun, chemical agent, explosive device, and/or other tool, instrument or implement capable of inflicting serious bodily injury in any school building, on any school premises, on any school bus, or off the school grounds at any school activity, event or function.

Any person discovered to have any weapon or other item in violation of this policy in his/her possession [including locker or car] or threatening to use a weapon on another person, shall not be permitted to remain in any school building, on any school bus, or at any school activity, event or function. Where any person violates this policy, the police department of the appropriate jurisdiction shall be notified.

The school district shall expel for a period of not less than one (1) calendar year any student who violates this weapons policy. This is mandated under Pennsylvania Act 26 of 1995. Such expulsion shall be given in conformance with formal due process proceedings required by law. The Superintendent may recommend discipline short of expulsion on a case-by-case basis.

DRUG AND ALCOHOL/TOBACCO POLICY

DRUG AND ALCOHOL POLICY

- A. Everyone is concerned about drug and alcohol abuse and its effects on the well-being of our children. The Ambridge Area School District has adopted an extensive drug and alcohol policy, which outlines specific rules and regulations to provide a safe, drug-free environment for learning. Students will be responsible for the policy's contents, which are outlined in this handbook. Failure to comply with this policy will lead to a variety of serious consequences with the school and with the legal authorities as outlined in the policy.
- B. The Ambridge Area School District recognizes that the misuse of drugs and alcohol is a serious problem with legal, physical, and social implications for the whole school/community. The following regulations and guidelines represent a coordinated effort to openly and effectively respond to the health needs of the students in our District.
- C. Alcohol and/or other drug-related offenses shall include the unlawful manufacture, the possession of, use, or evidence of having or consumed alcoholic beverages, drugs, mood-altering, steroids, or any health –endangering compounds or substances which may or may not be controlled by Pennsylvania law.
- D. For the purposes of this policy, controlled substances refer to illegal drugs and unauthorized use of prescription drugs. The unauthorized presence of illegal drugs or controlled substances in the body is also prohibited. This list may not be all inclusive.
- E. Selling is: the transfer (i.e., for sale or for free), distributing, or attempting to distribute alcoholic beverages, drugs, substances, or health–endangering compounds or substances which may or may not be controlled by Pennsylvania law, regardless of whether the substance transferred, sold, or distributed, or attempted to be transferred, to be sold or distributed is actually the substance represented.
- F. As an integral part of the Ambridge Area School District, these guidelines represent one component in a district-wide effort to respond effectively to any health endangering substances or situations that may occur at school-sponsored activities. The Ambridge Area School District will take all steps necessary to provide a safe and healthy environment for the students with due consideration for their legal rights and responsibilities.

TOBACCO POLICY

Smoking and use of tobacco products will not be permitted in any indoor or outdoor area, stadium and field areas, or other school district property. Smoking and all other uses of tobacco by students and faculty (school personnel) will not be permitted at any school-sponsored event taking place on or off school property. This policy shall apply to all employees, students, visitors, guests, and/or users of school district facilities.

For purposes of this policy, tobacco use shall be defined as the actual use of any tobacco product including lighted or unlighted cigars, cigarettes or pipes; any other lighted or unlighted smoking product or material, including electronic smoking devices; and smokeless tobacco in any form. Smoking electronic cigarettes regardless of whether or not they contain tobacco derivatives is also prohibited.

The administration will confiscate all drug, alcohol, and tobacco products that students possess during school hours. Use and/or possession of any drug, alcohol, and/or tobacco products will result in a Level III disciplinary action (see disciplinary policy, page 21), which can include suspension/referral to the magistrate under the law recently established by Pennsylvania legislation.

AMBRIDGE AREA SCHOOL DISTRICT RESPONSIBLE USE POLICIES

The Ambridge Area School District recognizes technology is an essential instructional tool to help all students develop into critical thinkers who use data, innovation, and creativity in order to become skilled problem solvers and learners in the 21st century. With the educational opportunity comes responsibility. All users of AASD devices and networks are expected to abide by this agreement. The Responsible Use Policy shall be enforced in conjunction with *School Board Policy 815: Responsible Computer, Telecommunications, and Information Technology Use* and other relevant Board Policies, the Student Handbook and other official District directives.

ACCEPTABLE COMPUTER AND NETWORK USAGE POLICY

All use of the Internet and computer technology must be in support of the educational program within the Ambridge Area School District. The following activities are specifically prohibited, and if performed, will subject the user to loss of access, disciplinary action, and/or legal actions:

- The Internet and computer technology will not be used for illegal activity, for profit purposes, non-school related activities, lobbying, advertising, to transmit offensive materials, hate mail, discriminating remarks, or to obtain obscene or pornographic material.
- Users shall not intentionally seek information, obtain copies of, or modify files, other data or passwords belonging to other users, or misrepresent other users on the network.
- Use of school technology or Internet for fraudulent or illegal copying, communication, taking or modification of material in violation of the law is prohibited and will be referred to appropriate authorities.
- Loading or use of unauthorized games, programs, files or other electronic media is prohibited.
- The illegal use of copyrighted material is prohibited.
- The network shall not be used to disrupt the work of others.
- Hardware or software shall not be destroyed, modified, relocated or abused in any way.
- Disabling or bypassing the Internet blocking/filtering software with authorization.

NETWORK ETIQUETTE AND PRIVACY

Students at AASD will abide by the generally accepted rules of network etiquette. Communication with others should always be course related. Students should notify the teacher of anything inappropriate or that

makes them feel uncomfortable. Bullying will not be tolerated, and the privacy of others must be respected at all times. These rules may include, but are not limited to:

- All users will be respectful in the posting and edits. No inappropriate language, personal insults, profanity, spam, racist, sexist or discriminatory remarks, or threatening comments will be tolerated.
- No student may edit or delete the work of another student without teacher permission.
- No student will reveal their home address or personal phone number, (or the addresses or phone numbers of other students), or any other personal information/images in any email correspondence, in other electronic communication or in any files that are shared with anyone outside of the school community.
- All students will receive a username and password to be used only by the student. If any user suspects that a password has been compromised, he/she must notify the technology department immediately.
- All use of these Internet resources must be in accordance with the school's Acceptable Use Policy, including entries made from computers outside of school.

STUDENT PERSONAL DEVICES

- Ambridge Area School District assumes no responsibility for configuration, installation of software, or support of personal devices.
- Ambridge Area School District assumes no responsibility for lost, damaged or stolen devices. Students use their personal devices at their own risk.
- Ambridge Area School District assumes no responsibility for content viewed or accessed by students who "tether" their personal device and use their personal cellular data network or District internet access.

DISTRICT ISSUED STUDENT DEVICES

- District iPads will be provided to students for grades Pre-kindergarten through five. District laptops will be provided to students in grades six through twelve. This District device is designed to be the student's personal learning device. As is the case with all technology used at or owned by Ambridge Area, students are governed under the rules and regulations covered in Ambridge Area's Board Approved Responsible Use Policy #815, other Board policies, the Student Handbook and other official District directives.
- Parents and/or Guardians and Students are required to sign a Student Device Agreement prior to receiving their district issued device. Device terms are outlined in the Device User Agreement document.
- Inappropriate use of a District issued laptop or iPad could result in disciplinary action. In addition to the Responsible Use policy, the following guidelines also apply:
 1. Students may configure additional personal email accounts on the device, but email content resides on the device and will be subject to these rules and regulations.
 2. Mobile device management software and profiles may not be removed from the device.
 3. "Jailbreaking" the device results in the loss of the Apple warranty and is a violation of the terms of use. Using a jail-broken device on the Ambridge Area network is prohibited.
 4. It is expected that students will have their laptop or iPad available each day for class, and that it is charged at home daily.
 5. Laptops and iPads are to be returned as received, except normal wear and tear as determined by the District, when a student withdraws from the District or when requested by any school District official.
 6. Administration reserves the right to access and review student computer/iPad use, the District devices and/or internet and technology use at any time. Students have no privacy interest in District provided technology devices or their use of District technology.
 7. The Ambridge Area School District Responsible Computer, Telecommunications, and Information Technology Use School Board Policy #815 applies to all students and staff using laptop computers and iPads, regardless of location.
 8. The assignment and use of a laptop computer is considered to be a privilege. Inappropriate use or neglect of a laptop, iPad, charger, the Internet and/or any installed software could

result in the loss of laptop or iPad privileges. Loss of privileges will not change classroom expectations and/or assignment completion.

9. District-issued device repair and replacement costs are covered under the Student Device User Agreement.
10. All equipment must be returned or made available to AASD upon the student's separation from AASD, either by graduation, withdrawal, or at the request of AASD Administration.
11. All equipment must be returned in good working condition (i.e. no cracked screens, broken glass, missing charger or charger cable). If the iPad is damaged, the student and his/her parent or guardian will be charged the repair fee.
12. Lost devices are the responsibility of the student. If an iPad is lost, the student and his/her parent or guardian will be charged the replacement cost.
13. Replacement cost for stolen iPads or laptops will be dealt with on a case-by-case basis. No stolen iPad or laptop will be replaced without a copy of a police report.
14. Find my iPad must be enabled on all student iPads. If a student disables Find my iPad and the iPad is lost or stolen, the replacement cost for the parents will be the full cost of a new iPad.
15. Any other directive communicated by the District to students and their parents/guardians must be followed.

DATA BACKUP

Students are responsible for maintaining a backup of all data on the laptop or iPad, either by using your District Office 365 account or another means such as a flash drive. Ambridge Area School District is not responsible for data loss in the event of a device failure or malfunction.

OFFICE 365 STUDENT ACCOUNT INFORMATION

Ambridge Area School District has purchased Office 365 for all students in Grades K-12 to allow for collaboration using our custom implementation of Office 365. These accounts are for school district curriculum and instruction. The rules governing proper electronic communications by students are included in our Responsible Use Policy in conjunction with School Board Policy #815 and may be amended from time to time. The primary purpose of Office 365 is for students to have access to Office applications from any device with a connection to the internet. The Office 365 suite is cloud-based and accessible from anywhere. Students will use Office 365 to communicate with staff, send and receive emails, access school assignments, collaborate with fellow students on school activities and store files in OneDrive. Students may attend school virtually and engage in synchronous learning opportunities with educators and classmates using Teams. Collectively, these are referred to as the "Office 365 Apps."

Students have access to the current desktop Microsoft Office suite on a maximum of five personal computers and five mobile devices. Students have access to 1TB of cloud storage that will allow access to files both at home and at school. Account usernames and passwords will be provided to parents upon request so parents may monitor the account. Use of the school's Office 365 program is a privilege and may be revoked at any time for misuse. Official student email addresses will be assigned. This account is considered the student's official AASD email address until such time as the student is no longer enrolled at AASD. This is the same username and password that the students use to log in to the network at school followed by @ambridgearea.org, for example, 26jasmith68@ambridgearea.org. All students should already know their usernames and passwords. If they do not, they should contact their homeroom teacher or the technology department.

Administration reserves the right to access and review student content in Office 365 at any time and to update or to change its technology offerings. AASD complies with all state and federal privacy laws. As with any educational endeavor, we feel that a strong partnership with families is essential to a successful experience.

SUPERVISION AND MONITORING

AASD administrators and their authorized employees monitor all information technology resources to ensure that student utilization is secure and conforms to this policy. Administrators reserve the right to examine, use, and disclose any data found on the school's information networks in order to further the health, safety, discipline, and/or security of any student or other person, or to protect property. They may also use this information in disciplinary actions and will furnish evidence of crime to school officials and law enforcement. Teachers will make every reasonable effort to monitor conduct in order to maintain a positive learning community. All users will respect each other's time and efforts by supporting the same positive approach.

CONSEQUENCES FOR VIOLATIONS

Failure to comply with district Acceptable Use Policies may result in disciplinary action by faculty and/or administration including the loss of use of the school's information technology resources and possible referral to law enforcement agencies.

BULLYING, CYBERBULLYING, DISCRIMINATION, INTIMIDATION AND HARASSMENT

The Ambridge Area School District is committed to creating a positive learning environment where everyone feels safe, accepted and valued.

There will be no physical/verbal intimidation or racial/ethnic discrimination or harassment against any Ambridge Area student/teacher. Sexual harassment, bullying and hazing are not permitted. Students who violate this policy will be disciplined by the administration and may face legal charges.

There are consequences for the bully. First offense: the bully will be warned, guided toward appropriate behavior, and reminded of future consequences if it is done again. Second offense: the bully will be given a stronger warning, the parents will be called, more guidance toward appropriate behavior, and another reminder of what future consequences will be. If a student commits a third offense, that student will be sent to the office for possible suspension. Harassment charges may be filed if the bullying continues.

BULLYING/CYBERBULLYING

- | | |
|----------------|--|
| 1. Purpose | 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. |
| 2. Definitions | <p>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:</p> <ol style="list-style-type: none">1. Substantial interference with a student's education2. Creation of a threatening environment3. Substantial disruption of the orderly operation of the school |

Bullying, as defined in this policy, includes cyberbullying.

SC1303.1-A	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.
3. Authority SC 1303.1-A	The Board prohibits all forms of bullying by district students. The Board encourages students who have been bullied to promptly report such incidents to the building principal or designee. The Board directs that complaints of bullying shall be investigated promptly, and corrective action shall be taken when allegations are verified. Confidentiality of all parties shall be maintained, consistent with the district's legal and investigative obligations. No reprisals or retaliation shall occur as a result of good faith reports of bullying.
4. Delegation of Responsibility	Each student shall be responsible to respect the rights of others and to ensure an atmosphere free from bullying. The Superintendent or designee shall develop administrative regulations to implement this policy.
SC 1303.1-A	The Superintendent or designee shall ensure that this policy and administrative regulations are reviewed annually with students.
SC 1303.1-A	The Superintendent or designee, in cooperation with other appropriate administrators, shall review this policy every three (3) years and recommend necessary revisions to the Board.
SC 1303.1-A	District administration shall annually provide the following information with the Safe School Report: 1. Board's Bullying Policy 2. Report of bullying incidents 3. Information on the development and implementation of any bullying prevention, intervention, or education programs.
5. Guidelines SC 1303.1-A Title 22 Sec. 12.3 Pol. 218	The Code of Student Conduct, which shall contain this policy, shall be disseminated annually to students. This policy shall be accessible in every classroom. The policy shall be posted in a prominent location within each school building and accessible on the district website, if available. <u>Education</u>
SC1302-A 1303.1-A	The district may develop and implement bullying prevention and intervention programs. Such programs shall provide district staff and students with appropriate training for effectively responding to, intervening in, and reporting incidents of bullying. <u>Consequences For Violations</u>
SC1303.1-A Pol. 218, 233	A student who violates this policy shall be subject to appropriate disciplinary action consistent with the Code of Student Conduct, which may include:

1. Counseling within the school
2. Parental conference
3. Loss of school privileges
4. Transfer to another school building, classroom, or school bus
5. Exclusion from school-sponsored activities.
6. Detention
7. Suspension
8. Expulsion
9. Counseling/Therapy outside of school.
10. Referral to law enforcement officials.

References:

School Code-24 P.S. Sec. 1302-A, 1303.1-A

State Board of Education Regulations – 22 PA Code Sec. 12.3

Board Policy – 000, 218, 233, 236, 248

Visitor Management Board Policy

Upon arrival at the school, visitors must register at the designated sign-in location. All visitors must provide valid government issued photo identification. Visitor IDs will be scanned against multiple databases to ensure the safety of our students. Once approved, all visitors will be issued a badge that must be worn at all times on school property. All visitors must sign out before exiting. Further details are outlined in our building level visitor policy.

Visitor Management Student Handbook Policy

RAPTOR is a web-based software application developed with the purpose of aiding educational facilities in tracking their visitors, students and faculty. RAPTOR not only provides an effective, efficient method for tracking, but also goes beyond conventional applications by utilizing available public databases to help control campus security. RAPTOR allows schools and facilities to produce visitor badges and electronically check all visitors against registered sexual offender databases. The overall goal is to better control access to all Ambridge Area schools, thus providing enhanced protection for our students and staff.

McKinney-Vento Homeless Assistance Act

Life is uncertain, but your child's education doesn't have to be. Even if you lost a permanent residence, your child can receive help to stay in their home school district. Pennsylvania's Education for Children and Youth Experiencing Homelessness Program ensures every child deserves school stability.

The McKinney-Vento Homeless Assistance Act can help provide school stability for your child if you do not have a permanent home and are:

- Staying with friends or family because you lost housing
- Living in a shelter, including transitional programs
- Staying in motels because you cannot get your own home
- Living on the streets, in a car, van, tent or other nonpermanent structure

Information for School-Age Youth

You may qualify for certain rights and protections under the federal McKinney-Vento Act. If you live in any of the following situations:

- A shelter
- A motel or campground due to the lack of an alternative adequate accommodation
- A car, park, abandoned building, bus or train station
- Doubled up with other people due to loss of housing or economic hardship

As an eligible student you have the right to:

- Receive a free, appropriate public education
- Enroll in school immediately, even if lacking documents normally required for enrollment
- Enroll in the local school or continue attending your school of origin (the school you attended when permanently housed or the school in which you were last enrolled), if that is your preference and is feasible

If the school district believes that the school selected is not in your best interest, the district must provide you with a written explanation of its position and inform you of your right to appeal its decision.

- Receive transportation to and from the school of origin, if you request this
- Receive educational services comparable to those provided to other students, according to your needs as a student

If you believe you may be eligible, contact one of the individuals below to find out what services and supports may be available:

Ambridge Area School District:

Local Contact:

Storm Camara

Jo Ann Hoover, Principal 724-266-2833 ext. 4213

Visit: <http://homeless.center-school.org/homelessdirectory>

State Coordinator (717)772-2066



Central Administration Office • 901 Duss Ave. • Ambridge, PA 15003 • 724-266-2833 • 724-266-3981

August 21, 2025

Dear Parent(s)/Guardians(s):

Your child attends **Highland Elementary School**, which receives Federal Title I funds to assist students in meeting academic standards set forth by the Pennsylvania Department of Education. The following information is mandated under *The Elementary and Secondary Assistance Act* and *The Every Student Succeeds Act*.

The Elementary and Secondary Assistance Act regulations allow parent(s)/guardian(s) to ask for the following information about employee qualifications dealing with your child's teacher(s). This information includes:

- Whether the Pennsylvania Department of Education has licensed the teacher for the subject(s)/grade level(s) he/she teaches.
- Whether the teacher received an emergency or conditional certificate in which state certification requirements were waived.
- What the teacher's undergraduate degree major was and whether the teacher has any advanced degrees and the concentration of those degrees.
- Whether the child is serviced by a paraprofessional and the paraprofessional's qualifications.

The Every Student Succeeds Act, which reauthorized The Elementary and Secondary Assistance Act, includes the authorization of additional Right-to-Know requests including:

- Information on policies regarding student participation in State Standardized Assessments and procedures for opting out,
- Information on required State Standardized Assessments that include:
 - Subject matter tested
 - The purpose of the test
 - The source of the requirement
 - Amount of time it takes for a student to complete a test
 - Time and format of disseminating results

If you have any questions about your child's assigned teacher or paraprofessional, please contact me at (724) 266-2833 ext. 2269 or email me at meghan.watelet@ambridge.k12.pa.us

Sincerely,

Dr. Meghan Watelet
Federal Programs Coordinator
Ambridge Area School District
(724)266-2833 ext. 2269

AMBRIDGE AREA SCHOOL DISTRICT

Highland Elementary Title I School /Parent Compact

Highland Elementary School and the parents of the students participating in activities, services, and programs funded by Title I, Part A of the Elementary and Secondary Education Act (ESEA) (participating children), agree that this compact outlines how the parents, the entire school staff, and the students will share the responsibility for improved student academic achievement and the means by which the school and parents will build and develop a partnership that will help children achieve the State's high standards.

This school-parent compact is in effect during the 2025-2026 school year.

School Responsibilities

Highland Elementary School will:

- 1. Provide high-quality curriculum and instruction in a supportive and effective learning environment that enables the participating children to meet the State's student academic achievement standards as follows:**
 - *Provide a curriculum that meets students where they are while providing the students with the appropriate level of rigor to aid in their achievement of PA Core Standards.*
 - *Utilize AIMSWeb to continually monitor student progress and implement appropriate interventions in order to target areas of need for each student. Interventions utilized at Highland++++++*
 - *Elementary include, but are not limited to, flexible ability groupings and Foundations (ELA).*
 - *Participate in the research study aimed to improve reading instruction and interventions so that all students are reading on grade level. This study will focus on the effectiveness of interventions in relation to student achievement and growth as well as the perceptions of teachers and administrators utilizing the program.*
- 2. Hold parent-teacher conferences (at least annually in elementary schools) during which this compact will be discussed as it relates to the individual child's achievement. Specifically, those conferences will be held:**
 - *Parent-Teacher Conferences will be held twice a year.*
 - *Quarterly Child-Study meetings aimed at identifying appropriate academic interventions for students.*
 - *Other parent-teacher conferences as deemed necessary by parent and/or school staff.*
- 3. Provide parents with frequent reports on their children's progress. Specifically, the school will provide reports as follows:**
 - *Electronic report cards will be distributed quarterly.*
 - *Progress reports will be issued quarterly. The progress reports will be constructive in content and provide areas of improvement.*

- *As needed, referral to the Student Assistance Program and/or Child Study Team for developing added intervention strategies.*
4. **Provide parents reasonable access to staff.** Specifically, staff will be available for consultation with parents as follows:
- *Administration and school staff will be available to parents during Open House and designated parent teacher conference days.*
 - *Teachers will initiate parent phone calls or meetings with parents to discuss specific student's progress in a timely manner in order to constructively solve learning concerns or applaud a student's progress.*
 - *Parents are welcomed to request phone conferences and face-to-face meetings with school staff and administration.*
 - *Parents may also contact Dr. Meghan Watelet or Mrs. Stephanie Hull, Building Principal, to share ideas or concerns about the Title I program.*
 - *Administration and Staff will plan and participate in Title I parent events.*
5. **Provide parents opportunities to volunteer and participate in their child's class, and to observe classroom activities,** as follows:
- *Parents will have opportunities to observe classroom management routines during Open House.*
 - *Title I staff will plan an annual parent event each year to outline in further detail the Title I program.*
 - *Parents have the opportunity to obtain practical strategies for assisting their children in learning experiences through a Title I Parent Event.*

Parent Responsibilities

We, as parents, will support our children's learning in the following ways:

- *Monitoring my child's attendance.*
- *Making sure my child's homework is completed.*
- *Managing the amount of television my child is watching.*
- *Volunteering, when possible, in my child's classroom.*
- *Participating, as appropriate, in decisions relating to my child's education.*
- *Promoting the positive use of my child's extracurricular time.*
- *Staying informed about my child's education and communicating with the school by promptly reading all notices from the school/ school district, either received by my child or by mail, and responding, as appropriate.*
- *Reaching out to school staff and administration when I have concerns about my child's progress, in a timely manner.*

Student's Responsibilities

We, as students, will share the responsibility to improve our academic achievement and achieve the State's high standards. Specifically, we will:

- *Do homework every day and ask for help when needed.*
- *Complete class work on time.*
- *Read at least 30 minutes every day outside of school time.*
- *Give to my parents or the adult who is responsible for my welfare all notices and information received by me from my school every day.*

Highland Elementary School will:

1. Involve parents in the planning, review, and improvement of the school's parental involvement policy, in an organized, ongoing, and timely way.
2. Hold an annual meeting to inform parents of the school's participation in Title I, Part A programs, and to explain the Title I, Part A requirements, and the right of parents to be involved in Title I, Part A programs. The school will convene the meeting at a convenient time to parents, and will offer a flexible number of additional parental involvement meetings, such as in the morning or evening, so that as many parents as possible are able to attend. The school will invite to this meeting all parents of children participating in Title I, Part A programs (participating students), and will encourage them to attend.
3. Provide to parents of participating children information in a timely manner about Title I, Part A programs that includes a description and explanation of the school's curriculum, the forms of academic assessment used to measure children's progress, and the proficiency levels students are expected to meet.
4. On the request of parents, provide opportunities for regular meetings for parents to formulate suggestions, and to participate, as appropriate, in decisions about the education of their children. The school will respond to any such suggestions as soon as practicably possible.
5. Provide to each parent an individual student report about the performance of their child on the State assessment in at least math, language arts and reading.
6. Provide each parent timely notice when their child has been assigned or has been taught for four (4) or more consecutive weeks by a teacher who is not highly qualified within the meaning of the term in section 200.56 of the Title I Final Regulations (67 Fed. Reg. 71710, December 2, 2002).

Highland Elementary School

Highland Elementary School * 1101 Highland Ave. * Ambridge, PA 15003 * Stephanie Hull, Principal

2025-2026 PARENT AND FAMILY ENGAGEMENT POLICY

1. Highland Elementary School has developed a written Title I Parent and Family Engagement Policy with input from all stakeholders in the community. Parent survey responses and group discussions guide our services. The policy is distributed to parents through mail and is available on our website at <http://www.ambridge.k12.pa.us>. The policy describes the means for implementing the following Title I parent and family engagement opportunities in accordance with the Every Student Succeeds Act Public Law 114- 95 Section 1010.
2. Highland Elementary School will convene an annual meeting to inform parents about the school-wide Title I Program, program requirements, parental engagement rights, and how to be involved in Title I Program Activities.
3. Parent-teacher conferences are available at Highland Elementary School. Flexible hours are available for parent convenience. In addition, Highland Elementary School has Parent/ Teacher Conference Days built into the school's calendar on November 4, 2025, and March 6, 2026, along with an evening open house in September. Parents may schedule to discuss their child's academic and social progress and participate in the decision-making process relating to their child's education.
4. Title I funds may be used to pay essential expenses related to Parent Involvement Activities to ensure parents may participate in Title I related meetings or trainings.
5. Highland Elementary School will provide parents with information about its School-wide Title I Program along with notification of Title I related events and activities. These events are posted on the school's website, sent home by written notification with students, and communicated electronically through the District's mass notification system. Translation options are available if necessary.
6. Highland Elementary School will provide assistance to parents to enhance their understanding of PA Core Standards along with the District's curriculum beginning at the school's annual Title I Parent and Family Engagement Event. In addition, assessments used to monitor student progress and proficiency levels students are expected to meet are explained.
7. If requested by parents, Highland Elementary School will provide opportunities for regularly scheduled meetings, in addition to other scheduled events, to help assist parents in meeting their child's educational needs. Topics for these meetings would be based on the needs of an individual student. Topics may include but are not limited to: academic progress, student conduct, attendance, or future planning.

8. Highland Elementary School will distribute electronic report cards in October, November, January, March, and June. Progress reports will be issued in October, December, February, and April. The progress reports will be constructive in content and provide areas of potential improvement. As needed, students will be referred to the Student Assistance Program and/or Child Study Team for developing individualized intervention strategies.
9. The Highland Elementary School Parent Family Engagement Policy was discussed and developed with parents in accordance with ESSA regulations on June 25, 2025. This plan promotes the idea that the entire school community is responsible for improved student growth and academic achievement.



Central Administration Office • 901 Duss Ave. • Ambridge, PA 15003 • 724-266-2833 • 724-266-3981

August 21, 2025

Dear Parent(s)/Guardians(s):

Your child attends **State Street Elementary School** which receives Federal Title I funds to assist students in meeting academic standards set forth by the Pennsylvania Department of Education. The following information is mandated under *The Elementary and Secondary Assistance* and *the Every Student Succeeds Acts*.

The Elementary and Secondary Assistance Act regulations allow parent(s)/guardian(s) to ask for the following information about employee qualifications dealing with your child's teacher(s). This information includes:

- Whether the Pennsylvania Department of Education has licensed the teacher for the subject(s)/grade level(s) he/she teaches.
- Whether the teacher received an emergency or conditional certificate, in which state certification requirements were waived.
- What the teacher's undergraduate degree major was and whether the teacher has any advanced degrees the concentration of those degrees.
- Whether the child is serviced by a paraprofessional and the paraprofessional's qualifications.

The Every Student Succeeds Act which reauthorized The Elementary and Secondary Assistance Act includes the authorization of additional Right-to-Know requests including:

- Information on policies regarding student participation in State Standardized Assessments and procedures for opting out,
- Information on required State Standardized Assessments that include:
 - Subject matter tested
 - The purpose of the test
 - The source of the requirement
 - Amount of time it takes for a student to complete a test
 - Time and format of disseminating results

If you have any questions about your child's assigned teacher or paraprofessional, please contact me at (724) 266-2833 ext. 2269 or email at meghan.watelet@ambridge.k12.pa.us.

Sincerely,

Dr. Meghan Watelet
Federal Programs Coordinator
Ambridge Area School District
(724)266-2833 ext. 2269
(724)266-2833 ext. 2269

Serving the communities of Ambridge, Baden, Economy, Harmony Township and South Heights

AMBRIDGE AREA SCHOOL DISTRICT

State Street Elementary Title I School /Parent Compact

State Street Elementary School and the parents of the students participating in activities, services, and programs funded by Title I, Part A of the Elementary and Secondary Education Act (ESEA) (participating children), agree that this compact outlines how the parents, the entire school staff, and the students will share the responsibility for improved student academic achievement and the means by which the school and parents will build and develop a partnership that will help children achieve the State's high standards.

This school-parent compact is in effect during the 2025-2026 school year.

School Responsibilities

State Street Elementary School will:

- 1. Provide high-quality curriculum and instruction in a supportive and effective learning environment that enables the participating children to meet the State's student academic achievement standards as follows:**
 - *Provide a curriculum that meets students where they are while providing the students with the appropriate level of rigor to aid in their achievement of PA Core Standards.*
 - *Utilize AIMSWeb to continually monitor student progress and implement appropriate interventions in order to target areas of need for each student. Interventions utilized at State Street Elementary include, but are not limited to, flexible ability groupings and Foundations (ELA).*
 - *Participate in the research study aimed to improve reading instruction and interventions so that all students are reading on grade level. This study will focus on the effectiveness of interventions in relation to student achievement and growth as well as the perceptions of teachers and administrators utilizing the program.*
- 2. Hold parent-teacher conferences (at least annually in elementary schools) during which this compact will be discussed as it relates to the individual child's achievement. Specifically, those conferences will be held:**
 - *Parent-Teacher Conferences will be held twice a year.*
 - *Quarterly Child-Study meetings aimed at identifying appropriate academic interventions for students.*
 - *Other parent-teacher conferences as deemed necessary by parent and/or school staff.*
- 3. Provide parents with frequent reports on their children's progress. Specifically, the school will provide reports as follows:**
 - *Electronic report cards will be distributed quarterly.*
 - *Progress reports will be issued quarterly. The progress reports will be constructive in content and provide areas of improvement.*

- *As needed, referral to the Student Assistance Program and/or Child Study Team for developing added intervention strategies.*

4 Provide parents reasonable access to staff. Specifically, staff will be available for consultation with parents as follows:

- *Administration and school staff will be available to parents during Open House and designated parent teacher conference days.*
- *Teachers will initiate parent phone calls or meetings with parents to discuss specific student's progress in a timely manner in order to constructively solve learning concerns or applaud a student's progress.*
- *Parents are welcomed to request phone conferences and face-to-face meetings with school staff and administration.*
- *Parents may also contact Dr. Watelet or Mrs. Jo Ann Hoover, Building Principal, to share ideas or concerns about the Title I program.*
- *Administration and Staff will plan and participate in Title I parent events.*

5 Provide parents opportunities to volunteer and participate in their child's class, and to observe classroom activities, as follows:

- *Parents will have opportunities to observe classroom management routines during Open House.*
- *Title I staff will plan an annual parent event each year to outline in further detail the Title I program.*
- *Parents have the opportunity to obtain practical strategies for assisting their children in learning experiences through a Title I Parent Event.*

Parent Responsibilities

We, as parents, will support our children's learning in the following ways:

- *Monitoring my child's attendance.*
- *Making sure my child's homework is completed.*
- *Managing the amount of television my child is watching.*
- *Volunteering, when possible, in my child's classroom.*
- *Participating, as appropriate, in decisions relating to my child's education.*
- *Promoting the positive use of my child's extracurricular time.*
- *Staying informed about my child's education and communicating with the school by promptly reading all notices from the school/ school district, either received by my child or by mail, and responding, as appropriate.*
- *Reaching out to school staff and administration when I have concerns about my child's progress, in a timely manner.*

Student's Responsibilities

We, as students, will share the responsibility to improve our academic achievement and achieve the State's high standards. Specifically, we will:

- *Do homework every day and ask for help when needed.*
- *Complete class work on time.*
- *Read at least 30 minutes every day outside of school time.*
- *Give to my parents or the adult who is responsible for my welfare all notices and information received by me from my school every day.*

State Street Elementary School will:

- 1 Involve parents in the planning, review, and improvement of the school's parental involvement policy, in an organized, ongoing, and timely way.
- 2 Hold an annual meeting to inform parents of the school's participation in Title I, Part A programs, and to explain the Title I, Part A requirements, and the right of parents to be involved in Title I, Part A programs. The school will convene the meeting at a convenient time to parents, and will offer a flexible number of additional parental involvement meetings, such as in the morning or evening, so that as many parents as possible are able to attend. The school will invite to this meeting all parents of children participating in Title I, Part A programs (participating students), and will encourage them to attend.
- 3 Provide to parents of participating children information in a timely manner about Title I, Part A programs that includes a description and explanation of the school's curriculum, the forms of academic assessment used to measure children's progress, and the proficiency levels students are expected to meet.
- 4 On the request of parents, provide opportunities for regular meetings for parents to formulate suggestions, and to participate, as appropriate, in decisions about the education of their children. The school will respond to any such suggestions as soon as practicably possible.
- 5 Provide to each parent an individual student report about the performance of their child on the State assessment in at least math, language arts and reading.
- 6 Provide each parent timely notice when their child has been assigned or has been taught for four (4) or more consecutive weeks by a teacher who is not highly qualified within the meaning of the term in section 200.56 of the Title I Final Regulations (67 Fed. Reg. 71710, December 2, 2002).

State Street Elementary School

State Street Elementary School * 600 Harmony Road * Baden PA, 5005 * Jo Ann Hoover, Principal

2025-2026 PARENT AND FAMILY ENGAGEMENT POLICY

1. State Street Elementary School has developed a written Title I Parent and Family Engagement Policy with input from all stakeholders in the community. Parent survey responses and group discussions guide our services. The policy is distributed to parents through mail and is available on our website at <http://www.ambridge.k12.pa.us>. The policy describes the means for implementing the following Title I parent and family engagement opportunities in accordance with the Every Student Succeeds Act Public Law 114- 95 Section 1010.
2. State Street Elementary School will convene an annual meeting to inform parents about the school-wide Title I Program, program requirements, parental engagement rights, and how to be involved in Title I Program Activities.
3. Parent-teacher conferences are available at State Street Elementary School. Flexible hours are available for parent convenience. In addition, State Street Elementary School has Parent/ Teacher Conference Days built into the school's calendar on November 4, 2025, and March 6, 2026, along with an evening open house in September. Parents may schedule to discuss their child's academic and social progress and participate in the decision-making process relating to their child's education.
4. Title I funds may be used to pay essential expenses related to Parent Involvement Activities to ensure parents may participate in Title I related meetings or trainings.
5. State Street Elementary School will provide parents with information about its School-wide Title I Program along with notification of Title I related events and activities. These events are posted on the school's website, sent home by written notification with students, and communicated electronically through the District's mass notification system. Translation options are available if necessary.
6. State Street Elementary School will provide assistance to parents to enhance their understanding of PA Core Standards along with the District's curriculum beginning at the school's annual Title I Parent and Family Engagement Event. In addition, assessments used to monitor student progress and proficiency levels students are expected to meet are explained.
7. If requested by parents, State Street Elementary School will provide opportunities for regularly scheduled meetings, in addition to other scheduled events, to help assist parents in meeting their child's educational needs. Topics for these meetings would be based on the needs of an individual student. Topics may include but are not limited to: academic progress, student conduct, attendance, or future planning.

8. State Street Elementary School will distribute electronic report cards in October, November, January, March, and June. Progress reports will be issued in October, December, February, and April. The progress reports will be constructive in content and provide areas of potential improvement. As needed, students will be referred to the Student Assistance Program and/or Child Study Team for developing individualized intervention strategies.
9. The State Street Elementary School Parent Family Engagement Policy was discussed and developed with parents in accordance with ESSA regulations on June 25, 2025. This plan promotes the idea that the entire school community is responsible for improved student growth and academic achievement.

RESPONSIBLE USE POLICY SIGN-OFF SHEET

This Responsible Use Policy shall be enforced in conjunction with School Board Policy 815: Responsible Computer, Telecommunications, and Information Technology Use and the Student Device User Agreement. This agreement will be in effect for the current school year only and must be re-signed every year.

“I have reviewed and explained the Responsible Use Policy with my child.”

Student Name (please print):	Parent Name (please print):
Student Signature:	Parent/Guardian Signature:
Date:	Date:

“My child has my permission to access the Internet.”

Student Name (please print):	Parent Name (please print):
Student Signature:	Parent/Guardian Signature:
Date:	Date:

“As parent/guardian, I grant my child permission to use school computers on an independent basis as outlined in the Responsible Use Policy. I agree to assume responsibility for damages (hardware/software) resulting from deliberate or willful acts by my child.”

Student Name (please print):	Parent Name (please print):
Student Signature:	Parent/Guardian Signature:
Date:	Date:

“As parent/guardian, I grant my child permission to use the district assigned Office 365 Apps and email account.”

Student Name (please print):	Parent Name (please print):
Student Signature:	Parent/Guardian Signature:
Date:	Date:

MANDATED POLICY NOTIFICATIONS

These are the mandated notices, subject to minor changes/updates recommended by state law and approved by the local school board. The electronic version posted online will be updated if and when there are any changes/updates.

Policy Review:

Policy Notice Requirements

Below, please find a list of the policies that require or recommend either annual notification or periodic notification, as indicated—this could be notification to students, staff, parents/guardians, or all of the above. The list is based on PSBA's policy guide language, and your own board policies may differ slightly if language has been modified, but we hope this will provide a good starting point for you to review what should be included in notifications. A link to School Code section 510.2 is also included at the very bottom, which lists the legal requirements for policies, rules and regulations that the district must post on your publicly accessible website.

PSBA Policy Notice Requirements

Here is a list of PSBA policy guides that require or recommend notification. Not all of these policies require "annual" notification; some recommend periodic notification or notice through posting, as indicated below.

Policies Requiring/Recommending Annual Notice:

- 006. Meetings
- 103. Discrimination/Title IX Sexual Harassment Affecting Students
 - 103.1. Nondiscrimination – Qualified Students With Disabilities
- 104. Discrimination/Title IX Sexual Harassment Affecting Staff
- 105.1. Review of Instructional Materials by Parents/Guardians and Students
- 113. Special Education
- 114. Gifted Education
- 123. Interscholastic Athletics
 - 123.1. Concussion Management
 - 123.2. Sudden Cardiac Arrest
- 138. Language Instruction Educational Program for English Learners
- 142. Migrant Students
- 143. Standards for Persistently Dangerous Schools
- 144. Standards for Victims of Violent Crimes
- 146. Student Services
- 200. Enrollment of Students
- 203. Immunizations and Communicable Diseases
- 204. Attendance
- 209. Health Examinations/Screenings
 - 209.1. Food Allergy Management
 - 209.2. Diabetes Management
- 210. Medications
 - 210.1. Possession/Administration of Asthma Inhalers/Epinephrine Auto-Injectors
- 216. Student Records
- 218. Student Discipline
 - 218.1. Weapons
- 222. and 323. Tobacco and Vaping Products – Students and Employees

- 226. Searches
- 235. Student Rights and Responsibilities
 - 235.1. Surveys
- 237. Electronic Devices
- 246. School Wellness
- 247. Hazing
- 249. Bullying/Cyberbullying
- 250. Student Recruitment
- 312. Performance Assessment of Superintendent/Assistant Superintendent
- 604. Budget Adoption
- 619. District Audit
- 621. Local Taxpayer Bill of Rights
- 705. Facilities and Workplace Safety
- 707 Use of School Facilities (Boy Scouts Act)
- 716. Integrated Pest Management
- 805. Emergency Preparedness and Response
- 806. Child Abuse
- 808. Food Services
- 810.2. Transportation – Video/Audio Recording
- 823. Naloxone
- 824. Maintaining Professional Adult/Student Boundaries
- 904. Public Attendance at School Events
- 906. Public Complaint Procedures
- 918. Title I Parent and Family Engagement

Policies Requiring/Recommending Notice (based on “posting,” for specific reasons, or specific timeframe not given):

- 100. Comprehensive Planning (plans must be made available for inspection for 28 days)
- 105. Curriculum
- 108. Adoption of Textbooks
- 109. Resource Materials
- 113.4. Confidentiality of Special Education Student Information
- 115. Career and Technical Education
- 122. Extracurricular Activities
- 127. Assessment System
- 137.1. Extracurricular Participation by Home Education Students
- 140.1. Extracurricular Participation by Charter/Cyber Charter Students
- 203.1. and 314.1. HIV Infection – Students and Employees
- 217. Graduation
- 218.2. Terroristic Threats
- 220. Student Expression/Distribution and Posting of Materials
- 227. Controlled Substances/Paraphernalia
- 233. Suspension and Expulsion
- 251. Homeless Students
- 252. Dating Violence
- 302. Employment of Superintendent/Assistant Superintendent
- 309.1. Telework
- 332. Working Periods
- 333. Professional Development
- 335. Family and Medical Leaves
- 340. Responsibility for Student Welfare
- 351. Drug and Substance Abuse
- 610. Purchases Subject to Bid/Quotation

626. Federal Fiscal Compliance
718. Service Animals in Schools
801. Public Records
810. Transportation
810.1. School Bus Drivers and School Commercial Motor Vehicle Drivers
810.3. School Vehicle Drivers
815. Acceptable Use of Internet, Computers and Network Resources
819. Suicide Awareness, Prevention and Response
827. Conflict of Interest
830. Breach of Computerized Personal Information
901. Public Relations Objectives
916. Volunteers
Safe2Say Something Procedures

Additional Website Posting Requirements: School Code section 510.2 also specifies requirements for policies, rules and regulations that must be published on the school district's publicly accessible Internet website. Click [here](#) for a listing of those posting requirements.

Numerous federal laws require school districts to provide students, parents, and/or the public with notices, many of which must be provided at the beginning of the school year. Federal agencies or other entities oftentimes create “model” notices (or provided information useful to creating notices) that can easily be tailored to meet individual district needs. In this document are some of the notices required by federal law, including the methods required to give notice where it is specified in the statutes and/or regulations. Where available, links to model notices or guidance documents that may be of assistance in writing such notices are provided. Not included are employment-related notices required by federal or state law.

Every Student Succeeds Act

The Every Student Succeeds Act of 2015 (ESSA), requires state education agencies, school districts, and individual schools to provide numerous notices to parents, the public, and others. ESSA reauthorizes the Elementary and Secondary Education Act (ESEA), the nation’s national education law and longstanding commitment to equal opportunity for all students. Several ESSA provisions are summarized in the U.S. Department of Education’s [Transitioning to the Every Student Succeeds Act Frequently Asked Questions](#) (January 2017), which also has information about ESSA notice requirements that differ from those under No Child Left Behind Act (NCLB).

ESSA requires that states and school districts engage families and parents in the work of ensuring positive outcomes for all students. School districts that receive Title I funds must have written family and parent engagement policies with expectations and objectives for implementing meaningful family and parent involvement strategies. They are required to involve family members and parents in developing district plans and to provide technical assistance to schools on planning and implementing effective family and parent involvement activities to improve student academic achievement and school performance. ESSA requires all school districts that receive Title I funds to implement an effective means of outreach to parents of English learners and hold regular meetings for those parents. See the U.S. Department of Education’s [Policy Statement on Family Engagement](#) for more information. Also, see the Department’s guidance on [ESSA Assessments under Title I, Part A and Title I, Part B: Summary of Final Regulations](#) and [chart](#), which compares drafted guidance with relevant prior guidance on Title I.

Under ESSA, SEAs and LEAs that receive Title I funds must publish state and local report cards on their websites that are concise and in an accessible format. ESSA makes Title I funds accessible to private schools and the Department of Education has provided non-regulatory guidance on this topic. See the non-regulatory guidance here: [Title I, Part A of the Elementary and Secondary Education Act of 1965, as Amended by the Every Student Succeeds Act: Providing Equitable Services to Eligible Private School Children, Teachers, and Families](#) (October 7, 2019). For additional guidance, see also the U.S. Department of Education’s [Crosswalk Between Draft Title I, Part A Guidance on Equitable Services and Prior Non-Regulatory](#) (March 28, 2019) and [Dear colleague letter on state plan amendments, school identification, reporting, and technical assistance](#) (October 24, 2019).

The supplement-not-supplant requirement under Title I changed under ESSA, but the U.S. Department of Education has not issued draft regulations. Instead, in 2019 the Department provided a [Title I, Part A supplement non supplant non-regulatory informational document](#) along with a [summary response to comments on the informational document](#).

Family Educational Rights and Privacy Act

Pursuant to the Family Educational Rights and Privacy Act (FERPA), school districts must provide parents/guardians and eligible students (students at least 18 years of age) with annual notice of their rights to inspect and review education records, amend education records, consent to disclose personally identifiable information in education records, and file a complaint with the U.S. Department of Education. [34 C.F.R. § 99.7\(a\)\(2\)](#). The notice must include the procedure to request and review education records, as well as a statement that records may be disclosed to school officials without prior written consent. This statement should define a school official and what constitutes a legitimate educational interest providing the basis for accessing a student's educational records. [34 C.F.R. § 99.7\(a\)\(3\)](#). Notice may be provided in any way that is reasonably likely to inform parents of their rights, and must effectively notify parents who have a primary or home language other than English and parents/guardians or eligible students who are disabled. [34 C.F.R. § 99.7\(b\)](#). The annual notification may be published by various means, including any of the following: in a schedule of classes; in a student handbook; in a calendar of school events; on the school's website (though this should not be the exclusive means of notification); in the student newspaper; and/or posted in a central location at the school or various locations throughout the school. See the Department of Education's Protecting Student Privacy [FERPA General Guidance for Students](#) (April 2020) for information about FERPA. For an additional resource also see the [FERPA Model Notification of Rights for Elementary & Secondary Schools](#) (April 2020).

Under FERPA, school districts may disclose directory information if they have given public notice to parents/guardians and eligible students of what information has been designated as directory information, and when and how parents/guardians and eligible students may opt out of allowing the district to disclose their directory information. [34 C.F.R. § 99.37\(a\)](#). Finally, under ESEA, school districts must provide notice that they routinely release the names, addresses, and phone numbers of secondary students to military recruiters unless parents opt out in writing. [20 U.S.C. § 7908](#). School districts may provide this notice as part of their general FERPA notice. The Protecting Student Privacy website provides a template notice for notifying parents and eligible students, which can be found here: [FERPA Model Notice for Directory Information](#).

FERPA regulations permit LEAs and schools to adopt limited directory information policies that allow the disclosure of directory information to specific parties, for specific purposes, or both. [34 C.F.R. § 99.37\(d\)](#). It is up to individual LEAs and schools to decide whether to adopt limited directory information policies and how to implement them.

The regulations' directory information exception makes clear that parents/guardians and eligible students may not, by opting out of the disclosure of directory information, prevent an LEA or school from requiring a student to wear or present a student ID or badge. [34 C.F.R. § 99.37\(c\)](#). While the Department does not require LEAs or schools to establish policies mandating that students wear badges, these are individual decisions that LEAs and schools should make, considering local circumstances.

The U.S. Department of Education recommends that districts post all FERPA and PPRA (see below) notices, including the directory information policy, on their websites. For more information, see the U.S. Department of Education's Privacy Technical Assistance Center's [Transparency Best Practices for Schools and Districts](#) (p. 5). The Department provides additional guidance on FERPA at <https://studentprivacy.ed.gov/>, including:

- [School Resource Officers, School Law Enforcement Units and FERPA](#);
- [FERPA Guidance for Parents](#); and
- [FERPA General Guidance for Students](#)

Protection of Pupil Rights Amendment

The Protection of Pupil Rights Amendment (PPRA) requires school districts to adopt several policies regarding surveys of students, instructional materials, physical examinations, personal information used for marketing, and the like. Parents must be notified of these policies at least annually at the beginning of the school year and within a reasonable time period after any substantial change to the policies. [20 U.S.C. § 1232h\(c\)\(2\)\(A\)](#). The Department of Education's Protecting Student Privacy provides a [PPRA Model General Notice of Rights](#) and a [PPRA Model Notice and Consent/Opt-Out for Specific Activities](#) on its website.

If a district plans to (1) use students' personal information for selling or marketing purposes; (2) administer any survey about any of the eight topics listed in the statute (political beliefs, income, sex behavior or attitudes, etc.); or (3) administer certain non-emergency, invasive physical examinations, the district must directly notify parents at least annually at the beginning of the school year of the specific or approximate dates when these activities are scheduled or expected to be scheduled. [20 U.S.C. § 1232h\(c\)\(2\)\(B\), \(c\)\(2\)\(C\)](#).

The Department of Education's Protecting Student Privacy [lists policies](#) that PPRA requires LEAs to develop, with the consultation of parents. These policies concern privacy, parental access to information, and administration of physical examinations of minors. **NOTE:** This document also contains resources regarding FERPA and remote learning due to COVID-19.

The Department of Education's Protecting Student Privacy provides all FERPA and PPRA model notices at: <https://studentprivacy.ed.gov/annual-notice>.

Child Nutrition Programs

If school districts participate in the National School Lunch Program, the School Breakfast Program, or the Special Milk Program, they must provide both parents and the public with information about free and reduced-price meals and/or free milk near the beginning of each school year. [7 C.F.R. § 245.5](#). Districts also must provide parents with an application form. Districts may not disclose children's free and reduced eligibility status, unless the requestor of such information falls into one of the categories specified in the National School Lunch Act. [42 U.S.C. § 1758\(b\)\(6\)\(A\)\(i\)-\(v\)](#).

The USDA's [Eligibility Manual for School Meals](#) contains information on federal requirements regarding the determination and verification of eligibility for free and reduced-price meals in the National School Lunch Program and the School Breakfast Program. The document notes what the application for these programs is to contain and includes a link to an online application. The document also describes to whom (pp. 83-84), and under what conditions information regarding free and reduced eligibility status may be disclosed (pp. 83-93).

Striving to reduce paperwork, Congress incorporated [three alternative provisions](#) into the standard requirements for annual determinations of eligibility for free and reduced-price school meals. Additionally, in schools where at least 80 percent of enrolled students have free or reduced-price meal eligibility, annual notification of program availability and certification only needs to occur once every 2 consecutive school years.

The 2016 amendment to the Healthy, Hunger-Free Kids Act of 2010 requires school districts to inform and update the public (including parents, students, and others in the community) about the content and implementation of their local school wellness policies. [42 U.S.C. § 1758b\(b\)\(4\)](#). School districts also must periodically measure and report on implementation of their local school wellness policies, including: (1) the extent to which schools under the jurisdiction of the local school district are in compliance with its local school wellness policy; (2) the extent to which the local school wellness policy of the local district compares to model local school wellness policies; and (3) the progress made in attaining the goals of the local school wellness policy. [42 U.S.C. § 1758b\(b\)\(5\)\(A\)](#). The USDA final rules for local school wellness policies, which became effective on August 29, 2016, appear at 7 CFR Parts 210 and 220. See the USDA's [Local School Wellness Policy](#) for other child nutrition-related information.

The USDA published a [guide](#) on July 25, 2017 that highlights requirements for accommodating children with disabilities who participate in School Meal Programs. With the help of school food service staff, LEAs must implement procedures to enable parents and guardians to request modifications to meal services for their children with disabilities. [7 C.F.R. §§ 15b.25, 15b.6 \(b\)](#). LEAs must notify parents and guardians of both the process (1) to request meal modifications that accommodate the child's needs; and (2) for resolving disputes. The hearing process must follow the necessary [procedural requirements](#): notice, right to counsel, opportunity to participate, and examination of the record.

According to the [Local School Wellness Policy: Guidance and Q&As](#) (2017), the USDA does not require a specific timeline for updates to a wellness policy. Ideally, however, the policy should be updated after conducting a triennial assessment. [7 C.F.R. § 210.31\(e\)\(3\)](#). **NOTE:** The Food and Nutrition Service established a [nationwide waiver to support schools unable to complete a triennial assessment of the local school wellness policies due to school closures](#). The updates are dependent on the structure of the LEA's policy. An LEA must notify the public about the content of its policy annually and discuss any

updates. [7 C.F.R. § 210.31\(d\)\(2\)](#). It also must inform the public about the progress made towards meeting the goals of the local school wellness policy. [7 C.F.R. § 210.31\(d\)\(3\)](#).

For model and sample policy language endorsed by the USDA, see the resources below:

- <https://theicn.org/cnss/local-school-wellness-policy-process/>,
- http://uconnruddcenter.org/files/Pdfs/Model_Wellness_Policy_rev%203-3-16.pdf,
- http://www.cdc.gov/healthyyouth/npao/pdf/PowerPoint_for_CDC_BTG_Local_School_Wellness_Policy_Briefs_School_Year_12_13.pdf,
- <https://www.fns.usda.gov/cn/guidance-and-resources>.

NOTE: Due to the COVID-19 pandemic, USDA is granting states significant program flexibilities and contingencies to best serve program participants across their 15 nutrition programs. View the Food and Nutrition Services of the USDA's [Response to COVID-19](#) website for more information.

Asbestos Hazard Emergency Response Act

The Asbestos Hazard Emergency Response Act (AHERA) requires school districts to inspect their buildings for asbestos-containing building materials, and develop, maintain, and update an asbestos management plan. School districts must annually notify parents, teachers, and employee organizations in writing of the availability of the management plan and planned or in-progress inspections, reinspections, response actions, and post-response actions, including periodic re-inspection and surveillance activities. [40 C.F.R. §§ 763.84\(e\), \(f\), 763.93\(g\)\(2\)](#).

McKinney-Vento Homeless Assistance Act

The McKinney-Vento Homeless Assistance Act requires school districts, through their homeless student liaisons, to provide public notice of the education rights of the homeless students enrolled in their districts. [42 U.S.C. § 11432\(e\)\(3\)\(C\)\(i\)](#). Such notice is to be disseminated in places where homeless students receive services under this Act, including schools, family shelters, and soup kitchens. [42 U.S.C. § 11432 \(g\)\(6\)\(A\)\(vi\)](#). The notice must be in a “manner and form” understandable to homeless students and their parents/guardians, “including, if necessary and to the extent feasible,” in their native language. [42 U.S.C. § 11432\(e\)\(3\)\(C\)\(iii\)](#).

The U.S. Department of Education has issued [guidelines](#) for states, which address ways a state may (1) assist LEAs to implement McKinney-Vento, as amended by ESSA, and (2) review and revise policies and procedures, along with LEAs, that may present barriers to the identification, enrollment, attendance, and success of homeless children and youths in school.

In March 2017, the U.S. Department of Education updated the [Education for Homeless Children and Youths Program Non-Regulatory Guidance](#). This document highlights the key changes brought about by ESSA. For notice requirements under “tips for establishing an effective dispute resolution process”, see page 33.

Additional resources available from the U.S. Department of Education include: [Dear Colleague Letter: educational rights of homeless children and youths](#) and guidance on [Supporting the Success of Homeless Children and Youths](#). Also, the National Center for Homeless Education (funded by the U.S. Department of Education) has created free [Educational Rights posters](#) (in black/white or color; English/Spanish; parents/students).

NOTE: Due to the COVID-19 pandemic, districts may request [flexibility waivers](#) from the Department of Education.

Title VI, Title IX, Section 504, the Age Discrimination Act, Title II of the Americans with Disabilities Act, and the Boy Scouts of America Equal Access Act

Several federal statutes protect the rights of beneficiaries not to be discriminated against in programs or activities receiving federal and/or state financial assistance. Specifically, the following statutes prohibit discrimination: [Title VI, 34 C.F.R. § 100.6\(d\)](#) (race, color, ethnicity, and national origin); [Title IX, 34 C.F.R. § 106.9](#) (sex and pregnancy); [Section 504, 34 C.F.R. § 104.8](#) and [Title II, 28 C.F.R. § 35.106](#) of the Americans with Disabilities Act (disability); and the [Age Discrimination Act, 34 C.F.R. § 110.25](#) (age). [The Boy Scouts of America Equal Access Act, 34 C.F.R. § 108.9](#) requires public schools to provide equal access to the use of school property to the Boy Scouts and other designated youth groups.

The regulations implementing the above statutes require school districts to notify students, parents, and others that they do not discriminate on the basis of race, color, ethnicity, national origin, sex, pregnancy, disability, or age, and that they provide equal access to the Boy Scouts and other designated youth groups. The regulations contain minor differences relating to the required content of the notices and the methods used to publish them.

The U.S. Department of Education’s [Notice of Non-Discrimination](#) describes the content requirements of notices under these statutes, including the methods of notification required by Title IX and Section 504, and contains a sample notice of non-discrimination school districts may use to meet the requirements of all of the above statutes. **NOTE:** The notice must include the name or title and contact information of the coordinators designated to handle complaints under Title IX ([34 C.F.R. § 106.8](#)), Section 504 ([34 C.F.R. § 104.8](#)), the Americans with Disabilities Act ([28 C.F.R. § 35.107](#)), and the Age Discrimination Act ([34 C.F.R. § 110.25](#)).

Pursuant to new Title IX regulations effective August 14, 2020, instead of notifying only students and employees of the Title IX Coordinator’s contact information, schools must also notify applicants for admission and employment, parents or legal guardians of elementary and secondary school students, and all unions of the name or title, office address, e-mail address, and telephone number of the Title IX Coordinator. Additionally, schools must prominently display the required contact information for the Title IX Coordinator on their websites.

Individuals with Disabilities Education Act

Under the Individuals with Disabilities Education Act (IDEA), a school district must give parents of a child with a disability a copy of its procedural safeguards one time per year, and upon initial referral or parental request for an evaluation, the filing of a first request for a due process hearing, a disciplinary action constituting a change in placement, and at the request of a parent. [20 U.S.C. § 1415\(d\)\(1\)\(a\)](#); [34 C.F.R. § 300.504\(a\)](#). The notice must fully explain the IDEA’s procedural safeguards in an easily understandable manner, and in the native language of the parents unless it is clearly not feasible to do so. [20 U.S.C. § 1415\(d\)\(2\)](#); [34 C.F.R. § 300.504\(c\), \(d\)](#). Parents may choose to receive the procedural safeguards notice and other notices under the IDEA by email, if the LEA makes this option available. [20 U.S.C. § 1415\(n\)](#); [34 C.F.R. § 300.505](#).

The U.S. Department of Education’s [Model Form: Procedural Safeguards Notice](#) provides guidance on required content of forms under the IDEA. **NOTE:** The procedural safeguards notice requirements in the IDEA also apply to parents of homeless children with disabilities. For more information, see Question B-2 in [Questions and Answers on Special Education and Homelessness](#) by the Office of Special Education and Rehabilitative Services and the Office of Elementary and Secondary Education.

The U.S. Department of Education analyzed when and how parents must be notified before “records containing personally identifiable information are destroyed under Part B of IDEA.” The question considered was whether “under [34 C.F.R. § 300.624](#), a school district must specifically notify parents at the time the district intends to destroy [a student’s] records or whether such notice must be provided at the time the records are no longer needed.” The Department provides a [letter](#) that states under the IDEA, parents must be informed when the personally identifiable information is no longer needed to provide services. **NOTE:** The Department also addresses inquiries concerning the implementation of [IDEA Part B procedural safeguards in the current COVID-19 environment](#) in guidance released June 30, 2020.

Policies Required By Federal Law August 2020

This chart lists federal laws and regulations that require a policy, written procedure, or form. School districts may need to adopt additional policies that are not included in this chart as required by state law. *Note that links may break as statutes and regulations are updated.*

Statute	Regulation	Summary of Requirements	Sample Policies and Forms (if available)
Age Discrimination Act, 42 U.S.C. §§ 6101-6107 , generally	Grievance procedures, 34 C.F.R. § 110.25	A recipient of federal funds must notify its beneficiaries of information regarding the Age Discrimination Act, adopt and publish a grievance procedure, and designate at least one employee to coordinate	Notice of Non-Discrimination Example Grievance

		investigative and compliance efforts.	<u>Procedure from Redmond School District</u>
Asbestos Hazard Emergency Response Act (AHERA), <u>15 U.S.C. §§ 2641-2656</u>, generally; Asbestos Management Plans, <u>15 U.S.C. § 2643(i)(1), (i)(5)</u>	Asbestos management plans, <u>40 C.F.R § 763.93</u>; Training, <u>40 C.F.R. § 763.92</u>	A school district must have an asbestos management plan for each school, including all buildings that it leases, owns, or otherwise uses as school buildings. This plan must be maintained and updated to remain current with ongoing operations and maintenance, periodic surveillance, inspection, re-inspection, and response action activities. At least once a year, a school district must notify parents, teachers, and employee organizations of the availability of its management plan. All members of the custodial staff who may work in a building with asbestos-containing materials must have awareness training of at least two hours. Maintenance and custodial staff who conduct any activities that will result in the disturbance of asbestos-containing material must receive an additional 14 hours of training. All new custodial staff must be trained within 60 days of hire. State and local agencies may have more stringent standards than those required by the Federal government.	<u>EPA Model AHERA Asbestos Management Plan for Local Education Agencies</u> <u>AHERA Asbestos Management Plan Self-Audit Checklist</u> <u>Asbestos Training Resources and Requirements</u>
Americans with Disabilities Act (ADA), <u>42 U.S.C. §§ 12101- 12213</u>, generally	Designation of coordinator, grievance procedures, <u>28 C.F.R. § 35.107</u>	A public entity that employs 50 or more persons must designate at least one employee to coordinate compliance efforts and carry out its responsibilities under the ADA. The name, office address, and telephone number of the designated employee(s) must be made available to all interested individuals. Grievance procedures providing for prompt and equitable resolution of complaints must be adopted and published. *There has not been any additional ADA policy requirements issued in light of the pandemic, however the EEOC has issued the following guidance: <u>What You Should Know About COVID-19 and the ADA, the Rehabilitation Act, and Other EEO Laws</u>.	<u>Notice of Non-Discrimination</u> <u>Example Grievance Procedure from Redmond School District</u>

		Guidelines for Educational Uses of music.	
Drug-Free Workplace Act requirements for federal grant recipients, <u>41 U.S.C. § 8103</u>	Drug-free workplace statement, <u>34 C.F.R. §§ 84.205 - 84.215</u>	A district receiving direct federal grants must publish a statement and provide a copy to each employee notifying them that controlled substances are prohibited in the workplace; that specific actions will be taken against the employee for violating the prohibition; and that as a condition of employment under the grant, the employee will abide by the statement and will notify the school district in writing within five calendar days of a conviction under a criminal drug statute for incidents occurring in the workplace. Districts must also provide a Drug-Free Awareness Program informing employees of the dangers of drug use, a drug-free workplace policy, available counseling or rehabilitation programs, and possible penalties for non-adherence.	<u>DHHS Drug-Free Workplace Toolkit</u>
ESSA, <u>20 U.S.C. § 7926(a)</u> , Prohibition on aiding and abetting sexual abuse		Every state, SEA, or LEA that receives ESEA funds must have in place laws, regulations, or policies that prohibit the SEA, LEA, or school, as well as any school employee, contractor, or agent, from providing a recommendation of employment for an employee, contractor, or agent that the SEA, LEA, or school, or the individual acting on behalf of the SEA, LEA, or school, knows, or has probable cause to believe, has engaged in sexual misconduct with a student or minor in violation of the law.	<u>ESSA Dear Colleague Letter on ESEA Section 8546 Requirements</u>
ESSA, <u>20 U.S.C. § 7912(a)</u> , Unsafe School Choice Option		Districts that are able must offer a transfer option and a statewide policy allowing students who attend a persistently dangerous public school or become victims of a violent criminal offense while in or on school grounds to attend a safe school within the district.	<u>Unsafe School Choice Option, Non-Regulatory Guidance</u>
Fair Labor Standards Act (FLSA), <u>29 U.S.C. §§ 201-219</u>	Minimum Wage Employer notice, <u>29 C.F.R. §§ 516.4</u> (employees subject to minimum wage), <u>525.14</u> (special minimum wage	Every employer subject to the FLSA's minimum wage provisions must post, and keep posted, a notice explaining the FLSA in a conspicuous place in all of its establishments. The content of the notice is prescribed by the Wage and	<u>Minimum Wage FLSA Poster</u> (in English) <u>Minimum Wage FLSA Poster</u> (available in other

	certificates)	Hour Division of the U.S. Department of Labor.	languages)
Family and Medical Leave Act of 1993 (FMLA), <u>29 U.S.C. § 2619</u>	Employer notice requirements, <u>29 C.F.R. § 825.300</u>	An employer must prominently post the general notice/poster from the U.S. Department of Labor where both employees and applicants can see it; another format may be used if it includes the same information. The general notice must be posted regardless of employee FMLA leave status. The general notice, FMLA leave eligibility notice, rights and responsibilities notice, and the FMLA designation notice must either be distributed upon hiring or be included in employee handbooks or other written guidance concerning benefits or leave rights.	FMLA Poster (rev. 4/2016) (in English) FMLA Poster (rev. 6/2016) (in Spanish) FMLA Fact Sheets Employer's Guide to FMLA
Health Insurance Portability and Accountability Act (HIPAA), <u>42 U.S.C. §§ 1320d-1, 1320d-2(d)</u> ; Health Information Technology for Economic and Clinical Health Act (HITECH), <u>42 U.S.C. § 17931</u>	Policies, procedures, and documentation requirements, <u>45 C.F.R. §§ 164.306, -308, -310, -312, -314(b), -316(a)</u>	A school sponsoring a group health plan must implement reasonable and appropriate policies and procedures to comply with HIPAA's security standards and implementation specifications for electronic protected health information (e-PHI), including but not limited to administrative, physical, and technical safeguards, and organizational requirements. All employees must be made aware of the law and its consequences.	HHS Guidance
Healthy, Hunger-Free Kids Act of 2010, reauthorizing the School Lunch Programs section of the Child Nutrition Act, <u>42 U.S.C. §§ 1751-1769</u> ; <u>Local School Wellness Policy</u> , <u>42 U.S.C. § 1758b</u>	Local School Wellness Policy, <u>7 C.F.R. § 210.31</u> , e-CFR, <u>7 C.F.R. § 210.31</u> (alternative link); National School Lunch Program, <u>7 C.F.R. §§ 210.21-210.33</u> , generally; School Breakfast Program, <u>7 C.F.R. §§ 220.1-220.22</u> , generally	A district participating in a federal Child Nutrition Program, including the National School Lunch Program or the School Breakfast Program, must establish a local school wellness policy that includes: (1) specific goals for nutrition promotion and education, physical activity, and other school-based activities that promote student wellness; (2) standards and nutrition guidelines for all foods available on campus during the school day that meet minimum nutritional requirements and promote student health and reduce childhood obesity; (3) a description of the manner in which parents, students, representatives of the school food authority, physical education teachers, school health professionals, the school board, school administrators, and the general public	USDA Implementation Tools and Resources Five-Year Technical Assistance and Guidance Plan CDC Local School Wellness Policy Requirements and Resources

		are provided an opportunity to participate in the development, implementation, and periodic review and update of the wellness policy; (4) identification of the position of the LEA or school official(s) responsible for implementation and oversight of the local school wellness policy to ensure each school's compliance with the policy; and (5) a description of the plan for measuring the implementation of the local school wellness policy, and for reporting local school wellness policy content and implementation issues to the public. <u>*The Food and Nutrition Service established a nationwide waiver to support schools unable to complete a triennial assessment of the local school wellness policies due to school closures.</u>	
Healthy, Hunger-Free Kids Act of 2010, Professional Standards for State and Local School Nutrition Program Employees <u>42 U.S.C. § 1776(g)</u>	School Nutrition Program Professional Standards, <u>7 C.F.R. § 210.30</u>; Professional Standards, <u>7 C.F.R. § 235.11(g)</u>	A school district must maintain minimum hiring standards, required education, training, and certification as established by the USDA for school nutrition professionals who manage and operate the National School Lunch and School Breakfast Programs. The standards include training requirements for current and new school nutrition program employees as well as hiring standards for new employees. The standards are differentiated based on the size of the school district and the employee's position.	<u>Professional Standards Final Rule Summary</u> <u>Sample Job Description Template for District School Nutrition Directors/Supervisors</u> <u>Frequently Asked Questions about the Professional Standards</u>
Individuals with Disabilities Education Act (IDEA), <u>20 U.S.C. § 1415(d)</u>	Procedural safeguards notice, <u>34 C.F.R. § 300.504</u> <u>Recent Regulation Changes to IDEA</u>	A school district must establish and maintain procedures to ensure that children with disabilities and their parents are guaranteed procedural safeguards with respect to the provision of a free appropriate public education. A school district must give parents of a child with a disability a copy of the procedural safeguards one time per year, upon initial referral or parental request for an evaluation, upon a parent filing a request for due process complaint, upon a disciplinary action constituting a change in placement, and upon request of a parent. The notice must fully explain the safeguards in the parents' native	<u>Model Form: Procedural Safeguards Notice</u>

		language unless it is clearly not feasible to do so. *The Office of Special Education Programs, within the Department of Education's Office of Special Education and Rehabilitative Services, issued a Q & A document concerning implementation of the IDEA Part B procedural safeguards in the current COVID-19 environment. This Q & A document does not impose any additional requirements beyond those included in applicable law and regulations.	
McKinney-Vento Homeless Assistance Act (as amended by ESSA), 42 U.S.C. § 11432(1)(I), - (g)(1)(J)(i) & (iii), - (g)(7)(A)-(B)		All school districts must have policies that remove barriers to enrollment and retention of homeless children and youths, including transportation, and prevent homeless children and youths from being stigmatized or segregated based on their status as homeless.	Education for Homeless Children and Youth Program, Non-Regulatory Guidance 2016 Guidance on the McKinney-Vento Education for Homeless Children and Youths Program Fact Sheet
Migratory Education Program (MEP) (as amended by ESSA), 20 U.S.C. §§ 6391-99	Responsibilities and Program Requirements, 34 C.F.R. §§ 200.81-86 Federal Register, 67 F.R. 71736	A Migratory Child must be given educational continuity. In order to obtain a grant of MEP funds, an SEA must collect, maintain, and submit to an MSIX State record system data on age and grade level (in compliance with FERPA). SEAs that receive MEP funds must encourage LEAs to use the Consolidated Student Record and help in the maintenance of accurate data. An SEA that receives MEP funds must develop a comprehensive State plan including performance targets, needs assessment, measurable program outcomes, service delivery, and evaluation criteria.	National Certificate of Eligibility Instructions MEP Policy Q&A Resources
Moving Ahead for Progress in the 21st Century (MAP-21) Act, 49 U.S.C. § 5331(b)	Employer policy on misuse of alcohol and use of controlled substances, 49	Employers must have a policy for employees engaged in safety-sensitive positions to be tested for drugs and alcohol. Drugs and alcohol testing of bus drivers is	What Employers Need to Know About DOT Drug and Alcohol Testing (Guidance and Best Practices)

	<u>C.F.R. § 382.601</u>	required for districts that provide transportation.	
Family and Community Engagement (as amended by ESSA), <u>20 U.S.C. § 6318</u>		A Title I fund recipient must have a parent and family engagement policy developed alongside parents and children that establishes the LEA's expectations and objectives for meaningful parent and family involvement. Among other things, the policy must provide support for planning and implementing parent involvement activities, build capacity for parental involvement, coordinate and integrate parental involvement strategies, and utilize evidence-based strategies. The policy must be distributed to parents and family members of participating children, as well as incorporated into the LEA's broader plan under ESSA.	<u>Policy Statement (Not Sample Policy)</u> <u>Parent Involvement Title I, Part A, Non-Regulatory Guidance</u>
Perkins V (as reauthorized by ESSA), <u>20 U.S.C. §§ 2341-44</u> , Career and Technical Education (CTE) Program		A state board-created or designated agency shall create a CTE plan. It must include, among other things: descriptions of any activities and programs, the professional development opportunities to be provided and how they will promote integration of rigorous academic standards, efforts to improve recruitment and retention, efforts to facilitate baccalaureate degree programs for students, and how the academic and technical skills of students will be improved. A CTE plan must be created in consultation with: CTE teachers, faculty, administrators, and counselors; eligible recipients; charter school authorizers or organizers; parents and students; higher education institutions; community members; representatives of special populations; business representatives; and labor organization representatives.	<u>Plan Guide</u> <u>Plan Submittal</u>
Protection of Pupil Rights Amendment (PPRA), <u>20 U.S.C. § 1232h(c)</u>	Parental access to instructional material, <u>34 C.F.R. § 98.3</u>	A district must develop policies that include parents' rights to: (1) consent before students are required to submit to a protected information survey if the survey is funded in whole or in part by a program of the Department; (2) receive notice and an opportunity to opt a student out of any other protected information survey (regardless of funding),	<u>Model Notification of Rights Under the PPRA</u>

		certain physical exams, and activities involving collection, disclosure, or use of personal information collected from students for marketing or to sell or otherwise distribute the information to others; and (3) inspect upon request and before administration or use of protected information surveys of students and surveys created by a third party, instruments used to collect personal information from students for marketing, sales, or other distribution purposes, and instructional material used as part of the educational curriculum. A district must directly notify parents of these policies at least annually at the start of each school year and after any substantive changes.	
Public Health Service Act, <u>42 U.S.C. § 300gg-19</u>	<u>29 C.F.R. § 2590.715-2719</u>; <u>45 C.F.R. § 147.136</u>	A district that provides a non-grandfathered group health plan, health insurance issuer offering group, or individual health plan, must implement an effective process for appeals of coverage determinations and claims. The process must include internal and external review of the decision. Plans and insurers must notify individuals of the availability of review processes in a culturally and linguistically appropriate manner.	<u>Revised versions of the notices are available at the U.S. Dept. of Labor Employee Benefits Security Administration page under Guidance</u>
Section 504 of the Rehabilitation Act, <u>29 U.S.C. § 794</u>, (general non-discrimination provision)	Grievance procedures, <u>34 C.F.R. §§ 104.7, 104.8</u>	A recipient of federal funds that employs 15 or more persons must designate at least one employee to coordinate compliance efforts, adopt and publish grievance procedures that incorporate appropriate due process standards, provide for the prompt and equitable resolution of complaints under Section 504, and notify students and others that it does not discriminate on the basis of disability.	<u>Notice of Non-Discrimination</u>
Title IX of the Education Amendments of 1972, <u>20 U.S.C. §§ 1681-1688</u>	Grievance procedures, <u>34 C.F.R. § 106.8</u> (ED funds), <u>45 C.F.R. § 86.8</u> (HHS funds)	A district receiving federal funds must: designate at least one employee to coordinate its compliance efforts under Title IX (this person must be referred to as the "Title IX Coordinator"); adopt a grievance process that complies with <u>§106.45</u> for formal complaints as defined in <u>§106.30</u>; and provide notice of the district's grievance	<u>Notice of Non-Discrimination</u>

		procedures and grievance process, including how to report or file a complaint of sex discrimination, how to report or file a formal complaint of sexual harassment, and how the recipient will respond. Districts must also post the Title IX Coordinator's contact information prominently on its website to ensure accessible channels for reporting sex discrimination (including sexual harassment) at any time.	
21 st Century Grant Application (as amended by ESSA), <u>20 U.S.C. § 7173</u> , <u>20 U.S.C. §§7111-22</u>		LEAs can apply for grants to implement programs that promote safe and healthy schools. The funds may be used for programs and services that offer well-rounded educational experiences; foster safe and drug-free environments supportive of academic achievement; and offer personalized rigorous learning experiences supported by technology. An application must, among other requirements, include the program objectives, a description of funds, and how effectiveness will be evaluated.	<u>Parent and Educator Resources</u> <u>School Climate Surveys</u> <u>Current Guidance from DOE</u>