

Ambridge Area High School



Student Handbook 2025-2026

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
Banners 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

VISION STATEMENT

We believe:

- Our community should encourage and support its youth to succeed by being actively involved in the educational 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 lifelong learners in an ever changing global society accountability is essential for achieving high expectations

INTRODUCTION

The following pages represent the rules and regulations for student behavior at Ambridge Area High School. Important information for a successful school year is outlined. Students are encouraged to review this information with their families. Please note that substantial revisions have been made to the dress code and Code of Conduct.

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 handbook.

Failure to comply with this procedure could result in delayed participation in sports, field trips, school activities and/or disciplinary action. Your cooperation is greatly appreciated.

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. All adopted Board policies are incorporated into the Handbook by reference and when there is a conflict, the Board policy takes precedence.

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.

Together we will have a positive and successful school year!

ENTERING AND EXITING THE BUILDING

For safety and security reasons, students, visitors and guests must enter and exit the building through the main doors at the "Bridge" main entrance during school hours. In the event of an emergency, all doors may be used to exit the building. Exterior doors should be closed at all times.

Upon arrival at the school, scheduled/approved visitors must register at the designated sign-in location. Parents or guardians who enter the school must sign in and obtain a visitors pass. Due to the state's school safety laws, students are not permitted to bring visitors to the high school during the regular school day.

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. Former students visiting teachers may only enter the building after 2:30 p.m., and must have an appointment with staff.

Upon entry, all students and visitors may be required to pass through a metal detector. All bags may be checked or passed through a bag scanner to ensure compliance with District policies. Students are required to use clear backpacks, clear water bottles, and binders that do not have metal rings.

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.

All parents/guardians attempting to gain access to the school facility for the first time will present a valid driver's license (any state), official state photo identification card (any state), or government issued photo ID for scanning.

The Ambridge Area School district will abide by COVID-19 guidelines issued by state and federal agencies. Those guidelines may supersede the policies and procedures as outlined in this handbook.

CORRIDOR PASS POLICY

1. A student must have signed out of the classroom and possess a corridor pass.
2. Classroom teachers and/or administration may limit hall pass use per class per nine weeks.
3. Approved medical conditions may be excluded if approved by the school nurse.

LATE ARRIVALS/EARLY RELEASE

A student who is tardy to school after the late bell must report directly to the security office where a tardy slip will be issued to be given to the student's teacher for admittance to class. A student who has an early release must obtain a release slip from the attendance office prior to leaving. Tardy to/early release from school minutes accumulate. There are 360 minutes in a school day, and when a student accumulates 360 minutes of missed school due to tardies and/or early release, it will count as one (1) unexcused absence.

Tardiness vs. Half-Day Absence

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

EARLY RELEASE EXCUSAL FROM SCHOOL

Any student who leaves school during the day must have parental permission. A medical excuse is required from the doctor (within 3 days) in order for the absence to be excused. As noted previously, early release time in minutes will accrue and can impact student attendance rates and permission to participate in school sanctioned sports and activities.

AFTER SCHOOL HOURS

For student safety and school liability purposes, students are not permitted to loiter on school property following the school day, unless participating in an athletic, extracurricular activity or school sponsored activity under the supervision of staff or facility. If this rule is violated, your child will not be permitted to stay for future athletic /after school events or may be placed on social probation.

ENROLLMENT

New students enrolling at Ambridge Area High School must report to the High School Attendance Office and complete an enrollment form. If the student is not living with his/her parents, an affidavit of residency will be required. The district reserves the right to take necessary steps to verify and/or confirm residency.

Under Pennsylvania's Act 26, prior to admission to the school district, the parent, guardian, or other person having control or charge of a student shall, upon registration for admission, provide a sworn statement or affirmation stating whether the pupil was previously suspended or expelled from any public or private school of the Commonwealth or any other state for an act or offense involving weapons, alcohol or drugs or for the willful infliction of injury to another person or for any act of violence committed on school property. Such registration shall be maintained as part of the student's disciplinary record. Parents and guardians shall be advised that any willful false statement made under this section shall be a misdemeanor of the third degree.

When a student transfers to this school district, a certified copy of the student's disciplinary record shall be requested and obtained from the school entity from which the student is transferring. This record shall be maintained as part of the student's permanent disciplinary record and shall be available for inspection as required by law.

Please contact Central Administration for questions on enrollment: 724-266-2833, ext. 1273.

SCHOOL POLICIES ARE IN EFFECT

Policies in this handbook are in effect: (1) during school hours, (2) on school property, (3) while using district approved transportation, (4) before, during and after school at events observed, sponsored by and/or supervised by district staff, (5) while on route to or from school, (6) during the school day when truant from school, (7) or any other time a reasonable nexus can be made with the educational mission or representation of the school.

AMBRIDGE AREA HIGH SCHOOL BELL SCHEDULE

PERIOD	A Regular Schedule	B Activity / Club	C Assembly Pep Rally	D ACT 80 Half Day	E 2 Hour Delay
ACT		7:30-8:02			
1	7:30-8:15	8:06-8:47	7:30-8:11	7:30-7:51	9:30-10:02
2	8:19-9:01	8:51-9:29	8:15-8:53	7:55-8:14	10:06-10:35
3	9:05-9:47	9:33-10:11	8:57-9:35	8:18-8:37	10:39-11:08
4	9:51-10:33	10:15-10:53	9:39-10:17	8:41-9:01	11:12-11:41
5	10:37-11:19	10:57-11:35	10:21-10:59	9:05-9:25	11:45-12:14
6	11:23-12:05	11:39-12:17	11:03-11:41	9:29-9:49	12:18-12:47
7	12:09-12:51	12:21-12:59	11:45-12:23	9:53-10:13	12:51-1:20
8	12:55-1:40	1:03-1:44	12:27-1:08	10:17-10:37	1:24-1:53
9	1:44-2:26	1:48-2:26	1:12-1:50	10:41-11:00	1:57-2:26
EVENT			1:54-2:26		

TELEPHONE NUMBERS AND EXTENSIONS

Commonly used phone extensions are included on the following chart. Every staff member also has an extension and voicemail on our system. For information you can also refer to our district web page at www.ambridge.k12.pa.us.

Ambridge Area School District: **(724) 266-2833**

ATTENDANCE	X 2335	HIGH SCHOOL FAX	724-266-5056
ATHLETIC DIRECTOR	X 2235	GUIDANCE	X 2377
ATHLETIC SECRETARY	X 2380	BAND DIRECTOR	X2254
COMPUTER SERVICES	X 2318	BCCTC	724-728-5800
FOOD SERVICES	X 2395/2230	CLASS ACADEMY	724-869-2222
NURSE	X 2443	PROBATION OFFICER	X 2302

SCHOOL CLOSINGS AND DELAYS

School may be closed or delayed due to inclement weather. Primary contacts in the Infinite Campus Student Information System will receive a call, email and/or text when a delay or cancellation occurs. (See sign up process below). Watch for TV listings on **WTAE, WPXI, and KDKA**, check station web pages, or listen to radio stations **WMBA** or **KDKA**. The school district will notify the TV and radio stations by at least 6:30 AM. If you do not hear anything, assume school will be in session. Please do not call the school; the phone lines must be kept open for emergencies. You may also check the district website at www.ambridge.k12.pa.us.

It is imperative that any contact changes be communicated to the district. This is important as by default, all primary contacts in the Infinite Campus Student Information System will receive a call, email and/or text when a delay or cancellation occurs. These are sent through our Blackboard Mass Notification System. We refer to these notifications as "Bridger Blasts". Please notify the Attendance Office to make changes. Verification will be required to do this. To change the way you are notified, please log into Infinite Campus.

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, ADMINISTRATORS, AND ALL OTHERS WHO ARE INVOLVED IN THE EDUCATIONAL 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:

- Be aware of all rules and regulations for student behavior and conduct themselves in accordance with them.
- Be willing to volunteer information in matters relating to health, safety, and welfare of the school community and the protection of school property.
- Dress and groom to meet fair standards of safety and health, and so as not to cause disruption of the educational process (see specific dress code contained in this handbook).
- Assume that until a rule is waived, altered or repealed it is in full effect.
- Assist the school staff in the operation of a safe school for all students enrolled therein.
- Be aware of and comply with state and local laws.
- Exercise proper care when using public facilities and equipment.
- Attend school daily, except when excused, and be on time to all classes and other school functions.
- Make all necessary arrangements for making up work when absent from school.
- Pursue and attempt to satisfactorily complete the courses of study prescribed by state and local school authorities.
- Check the student information system regularly.
- Have a clear backpack
- Have a clear water bottle
- Not have metal ring binders

GRADING SCALE

The grading scale used at Ambridge Area High School will be based on a four point system (i.e. A=4, 90-100%, B=3, 80-89%, C=2, 70-79%, D=1, 60-69%, E=0, 0-59%). Many higher- level classes are weighted courses. A student should check the Guidance Office or course selection book for this list.

WEIGHTED COURSES

A student must earn an "A", "B", or "C" grade to receive the additional weighted value. A student who receives a "D" will obtain the credit value for the course but not the weighted value. The following is an outline of courses which have additional weight.

Weighted GPA will be calculated in two steps. The first step is to calculate a "Non-Weighted GPA" on a 4.0 scale. Once this GPA is calculated, an add on factor for "Advanced Placement" and "Honors" combined with the Non-Weighted GPA in the following manner. All course weight is assigned by course, not by grade level.

<u>AP / Dual Enrollment</u>	<u>Add On Factor</u>	<u>Honors</u>	<u>Add On Factor</u>
A	1.0	A	.50
B	1.0	B	.50
C	1.0	C	.50
D	1.0	D	.50
E	No Weight Assigned	E	No Weight Assigned

The following is a listing of the weighted courses:

Advanced Placement Biology	College Algebra (Dual Enrollment)
Advanced Placement Calculus AB	Honors Plane & Solid Geometry
Advanced Placement Calculus BC	Honors Algebra II
Advanced Placement Physics I	Honors Biology
Advanced Placement Physics II	Honors Chemistry
Advanced Placement Physics C: Electricity & Magnetism	Honors American Cultures I
Advanced Placement Physics C: Mechanics	
Advanced Placement European History	Honors American Cultures II
Advanced Placement Psychology	Honors World Cultures
Advanced Placement Computer Science Principles	Honors U.S. Government & Economics: (Dual Enrollment)
	Honors U.S. Government *Dual Enrollment C/O CCBC (In Person)
	Honors Economics
Advanced Placement Environmental Science	Honors Technology I (w/college credit pending, TBD)
Advanced Placement Computer Science A	Honors Technology II: C/O RMU (Dual Enrollment) (w/college credit pending, TBD)
	Honors Technology III: C/O RMU (Dual Enrollment) (college credit) (w/college credit pending, TBD)
Advanced Placement English Literature & Composition: C/O CCBC (Dual Enrollment)	Applied Technical Design w/CADD (w/college credit pending, TBD)
Advanced Placement English Language & Composition	Pre-Calculus (Dual Enrollment)
CIHS Argument: Univ. of Pittsburgh (Dual Enrollment)	Calculus
College Prep English 12: C/O CCBC (Dual Enrollment)	Italian III
College Prep English 11 (Honors Weight)	Italian IV
College Prep English 10 (Honors Weight)	Italian V
College Prep English 9 (Honors Weight)	Spanish III
Advanced English 10 (AP Weight)	Spanish IV
Advanced English 9 (AP Weight)	Spanish V
Honors Communication III	Engineering Design I (w/college credit pending, TBD)
Advanced Placement Chemistry	
Advanced Placement Chemistry/CIHS Advanced Chemistry w/College in HS option (Dual Enrollment)	Architecture I (w/college credit pending, TBD)
CCBC Academics (Dual Enrollment)	
Statistics & Probability (Dual Enrollment)	

HONOR ROLL

To be on the **"A" Honor Roll**, students must earn an "A" grade in all subjects meeting five days per week. There may be one grade of B in one of these subjects. There may be no grade lower than a "C" in subjects meeting less than five times per week. An incomplete, "I" grade disqualifies a student from the Honor Roll.

To be on the **"B" Honor Roll**, students must earn a "B" grade in all subjects meeting five times per week. There may be one grade of "C" in one of these subjects. There may be no grade lower than a "C" in subjects meeting less than five times per week. An incomplete "I" grade disqualifies a student from the Honor Roll.

The computer selects students who qualify for the Honor Roll and their selection is based upon grades submitted by the students' teachers each nine weeks. The Honor Roll will appear four times a year and will be based only upon the grades for each individual nine-week period.

GRADUATION REQUIREMENTS/KEYSTONE EXAMS/GRADUATION PATHWAYS

1. Students must complete the specific credit/course requirements as listed in the course selection book.
2. Students must receive "proficient" or "advanced" on the Algebra I, Biology and Literature Keystone Examinations in order to satisfy Keystone Graduation Requirements and participate in the applicable rewards program.
3. Starting with the Class of 2023 and beyond, in accordance with The Pennsylvania Department of Education, PDE, Act 158 and Act 136, students will be required to demonstrate proficiency or meet one of the graduation academic pathways in association with the Keystone End-of-Unit Exams prior to graduation as per The Pennsylvania

Department of Education (PDE) and State Law Act 158: (1) Keystone Proficiency Pathway, (2) Keystone Composite Pathway, (3) Alternate Assessment Pathway, (4) Evidence-Based Pathway, and (5) Career and Technical Education Pathway. The first two pathways correlate as per PDE to Proficiency, Advanced or Composite Scoring:

1. **Keystone Proficiency Pathway:** Scoring proficient or advanced on each Keystone Exam - Algebra I, Literature, and Biology. 2. **Keystone Composite Pathway:** Earning a composite/combined score of 4452 on the Algebra I, Literature, and Biology Keystone Exams (while achieving at least a proficient score on at least one of the three exams and no less than a basic score on the remaining two). Students are required to sit for all three exams to achieve a numerical score if they wish to pursue the Keystone Composite Pathway. Scores are completed by the completion of exam and are required for Pathway 2 as per PDE.
4. According to ACT 158, graduates of the class of 2023 and beyond, who do not meet proficiency or advance standings, or the total composite score on the End-of-Unit Keystone exams will be required to provide evidence as per one of the testing pathways prior to graduation for each Keystone area they were not proficient:
 1. **Alternate Assessment Pathway:** Completion of locally established grade-based requirements for academic content areas associated with each Keystone Exam on which the student did not achieve proficiency and an established score on an approved alternate assessment and additional evidence as defined by The Pennsylvania Department of Education.
 2. **Evidence Based Pathway:** Completion of locally established grade-based requirements for academic content areas associated with each Keystone Exam on which the student did not achieve proficiency and demonstration of three pieces of evidence consistent with the student's goals and career plans, and additional evidence as defined by The Pennsylvania Department of Education.

EVERFI Integration: To support students in meeting these requirements, the Pennsylvania Department of Education approved the use of **EVERFI** to offer the ability to achieve evidence-based pathway documentation. This self-paced digital program provides students with essential skills for the workforce, covering topics such as financial literacy, digital literacy, and career readiness. Upon successful completion, students earn an industry-recognized credential, which can serve as one of the primary pieces of evidence required for the Evidence-Based Pathway. The Senior Service Learning Project also satisfies the Evidence Based Pathway for graduation upon completion.
 3. **Career-Technology Pathway:** Completion of locally established grade-based requirements for academic content areas associated with each Keystone Exam on which the student did not achieve proficiency and attainment of an industry-based competency certification related to the CTE Concentrator's program of study, and additional evidence as defined by The Pennsylvania Department of Education.
5. According to ACT 136, students who successfully passed an End-of-Unit Course in the 2022-2023 school year and beyond, in Biology, Algebra and or Literature Grade Level 10 are not required to complete the End-of-Unit Keystone Exam, and will be marked proficient to satisfy the graduation pathways. As per PDE: Any student who demonstrated successful completion of locally established, grade-based requirements for the academic associated with each keystone exam in the 2022-2023 school year and beyond, shall not be required to take the keystone exam related to that course and shall be deemed proficient for graduation purposes.
6. Students who are exempted from a Keystone Exam due to successful completion and passing of an End-of-Unit 2022-2023 and beyond Keystone content area class may still benefit from the option to retest to achieve a numerical score for use in the Composite Pathway for graduation purposes if still requiring Keystone tests in other content areas. Scoring a 4452 combined score on all three exams will satisfy the graduation requirement set forth by the Department of Education and your student will not be required to complete any additional graduation pathways. Students who were exempted from a Keystone Exam due to successful completion of an End-of-Unit 2022-2023 and beyond Keystone content area class may still benefit from the option to retest to achieve a numerical score for use in the Composite Pathway if still requiring Keystone tests in other content areas.
7. For that reason, all students, including any student enrolled in Biology, a 10th grade English course, or Algebra I during the spring of the 2022-23 school year and beyond that have successfully passed the End-of-Unit course and marked proficient will have the opportunity to complete the End-of-Unit test that was delayed due to the COVID-19 pandemic
8. Students must be clear of all monetary and disciplinary obligations and have completed **all** graduation requirements in order to receive a diploma, and to be eligible to participate in commencement activities. If all financial obligations have not been met, transcripts will not be released.
9. Students taking or passing the GED test will not receive an Ambridge Area School District diploma.

PA Chapter 339 Guidance Plan Requirements:
Pennsylvania Chapter 339 Guidance Plan (2025)

Mandated under Title 22, §339.31–.32, Chapter 339 requires districts offering (or sending students to) CTE to maintain a Board-approved, sequential K–12 guidance service plan aligned with the Career Education & Work (CEW) standards. Essential components include mission statements, personalized career planning, stakeholder engagement (including IEP discussion team), and six major service domains, notably career awareness, acquisition, retention, and entrepreneurship. Districts report annually, update every 3–5 years, and utilize tools such as occupational pathways, transition services, and follow-up studies.

In order for Ambridge School District to adhere to the Chapter 339 guidelines, all students are required for graduation to complete lessons in Everfi to meet CEW standards via Chapter 339 and state financial standards. Each specific lesson designated via grade level meets the requirements and standards set for as per the Chapter 339 plan on file. Everfi meets standards and requirements under the legal authority below of the K-12 guidance service plan.

Legal Authority

Pennsylvania Code Title 22, Chapter 339 (§339.31–.32) mandates that all school districts with Career & Technical Education (CTE) programs, or those sending students to CTE-eligible institutions, implement a comprehensive K–12 guidance services plan.

CEW Standards: Four Core Career Domains:

EVERFI modules align with Pennsylvania's Career Education and Work (CEW) Standards, helping students meet graduation requirements by developing career readiness skills across four essential domains:

Career Awareness & Preparation: Students explore their interests, strengths, and values to identify potential career paths.

Career Acquisition: Focuses on job-seeking skills such as résumé writing, interview techniques, and application processes.

Career Retention & Advancement: Teaches workplace behaviors, communication, teamwork, and strategies for long-term career growth.

Entrepreneurship: Introduces the fundamentals of starting and managing a business, promoting innovation and leadership.

Purpose: This plan supports: Career readiness (for college or career) beginning in kindergarten through 12th grade Educational support tailored to diverse and special-needs learners accessing CTE Alignment with the state's Career Education & Work (CEW) academic standards. Students in the High School must complete all lessons via Everfi with a passing (P) grade listed on their transcript to fulfill 339 requirements as per the state and below:

Required Components of the Guidance Plan (§339.32)

Districts must include the following in their K–12 Guidance Plan

Mission & Governance

Explicit mission statement, lead counselor, and administration approval.

Career Guidance Curriculum

A structured, sequential curriculum aligned to CEW standards, tailored by grade level and "domain."

Individualized Educational & Career Plans (IECPs)

Process for development and maintenance of personalized student plans.

Occupational Resources

Lists of external tools and connections, organized by national career clusters.

Student Records Management

Goals for tracking academic/career growth and cumulative records.

CTE Awareness & Orientation

Grade-specific activities to help students explore CTE opportunities.

Career Placement & Transition Support

Supports for post-secondary transition: college, work, military.

Consultation Framework

A four-tiered delivery model: developmental curriculum, prevention/intervention, student planning, support.

9–10. Stakeholder Engagement

Annual advisory meetings with families, employers, educators, post-secondary partners, and students; documented outcomes.

Follow-Up Studies

Regular collection of post-school outcomes to evaluate service effectiveness.

State Requirement: US CITIZENSHIP EXAM

Public school students must be given a U.S. citizenship test as part of the PA Department of Education requirements. As part of the **Pennsylvania School Code Act 35 of 2018**, there is a **Civics graduation requirement**. Pennsylvania public schools require students to **take a civics test** before receiving a diploma. Students must complete the required civics exam prior to graduation.

GRADUATION – TOP 10 STUDENTS

1. The "Top 10 Students" in the senior class will be determined upon final submission of grades by senior teachers. This will include the grade uploads, verifications, and corrections. Class rank will be determined via grade tabulation. From this list, the Top 10 Students will be awarded Top 10 status. These are the names that will appear on the graduation program. Final grades, class rank and grade point average will be finalized after all final grades are submitted.

2. The Senior Class President will speak at the graduation ceremony. His/her name and speech title will appear on the graduation program.

SENIOR PROJECTS/SERVICE LEARNING PROJECTS

All seniors are required to complete a community based senior project with a passing grade to graduate from Ambridge Area High School. Students must follow the guidelines set by the project coordinator and the building administration. All seniors are required to ensure they have completed a Keystone Proficiency Pathway or Alternative Assessment Pathway for graduation as per their Senior Project Application. Any weapons such as knives, guns, bows / arrows, swords, etc., are not permitted for senior projects.

CREDIT RECOVERY

Credit recovery is an option offered to students who have failed a course(s). This option is something that only senior students may transition into during the school year if they are behind various credits and are mathematically unable to pass the course. Teachers of these senior students will reach out to parents/guardians to detail out their classroom performance/grades. Other grade level students will have same credit recovery option afforded to them but **it must be completed during** the summer credit recovery program (after the school year is over). The cost of credit recovery must be paid by the parent/guardian based upon the number of courses that their student needs prior to enrollment to the course. The cost is based upon what it will cost the district to provide the program, therefore there is not money earned for the school district. We encourage parents/guardians to speak to the teacher of record for academic standing and class grades during the course of the school year.

AMBRIDGE AREA CYBER ACADEMY

The Ambridge Area Cyber Academy is an asynchronous form of learning that students at AASD can partake in as another option to enhance their learning! The cyber academy is offered at the secondary level (grades 6-12) and is stationed out of the Ambridge Area High School. The school district has two cyber coordinators that oversee the cyber program and ensure that the student and parent/guardian are well informed and have a school representative that they can reach out for guidance and support. A major benefit of the cyber program is that students are taught by their home district teachers which makes the transition process smooth and also provides students with a local teacher for their academic support! Students are able to use their own personal device or can use a school issued laptop. Parents/guardians have a parent portal and can stay up to date with their student's attendance log and overall student progress. Students will be required to meet graduation requirements as per the Ambridge Area School District. Parents/Guardians are to contact the Cyber Coordinator or Cyber Teacher of Record for any questions pertaining to the Cyber classes and academics. **You may reach the cyber lab at 724-266-2833, ext. 2203.**

Ambridge Area Cyber Academy Offerings:

- Offers an asynchronous form of education that offers flexibility in student's schedules, pacing and time of day when a student can participate in schooling.
- Two cyber coordinators that oversee the cyber program.
- Ambridge Area School District teachers.
- School supplied electronic device to complete their cyber school work.
- Course flexibility so that students can take additional coursework outside of their current schedules, up to ten (10) credits total per year from AASD.

- Students can still participate in extra-curricular and sports activities.

Ambridge Area Cyber Academy Attendance:

Regular attendance is necessary to ensure your best performance in school and is also required by state law. Each student's attendance record at school is very important.

Students in the Ambridge Area Cyber Academy should expect to spend a minimum of 3.5 hours working online per course each week. At minimum students are required to spend 40 minutes per school day on each cyber class or 3.5 hours per week on each course in which they are enrolled. Instances of truancy (habitual non-attendance at school) will be handled according to Ambridge Area School District Policy.

Use the following chart below to determine the **minimum** number of hours per week required by Ambridge Area's Cyber Service Program:

- 1 Cyber Class = 3.5 hours per week
- 2 Cyber Classes = 7 hours per week
- 3 Cyber Classes = 10.5 Hours per week
- 4 Cyber Classes = 14 hours per week
- 5 Cyber Classes = 17.5 hours per week
- 6 Cyber Classes = 21 hours per week
- 7 Cyber Classes = 24.5 hours per week
- 8 Cyber Classes = 28 hours per week

Students in the Ambridge Area Cyber Academy have the option of coming into school to work in Ambridge Area High School's computer lab. Students will have access to certified teachers in the core content areas. Failing grades and attendance concerns will result in required mandatory attendance in the cyber lab. Students attending the lab must sign in and mark the periods in which they will remain in the lab. The Cyber Lab for all grades is in Ambridge Area High School, 909 Duss Avenue, Ambridge, in room 203.

Ambridge Area Cyber Academy Activity Participation:

Students must maintain passing grades and attend school in order to be eligible to participate in Ambridge Area extra-curricular activities. Grades and attendance are reported by the cyber coordinators weekly to the Athletics/Activities Office. Students must stay up-to date with their cyber assignments. Questions regarding eligibility can be directed to the athletic director (x2235).

***Please see the Ambridge Area Cyber Academy Handbook for additional cyber academy details.

VIRTUAL LEARNING

Virtual learning is a new platform and way of learning for students to learn in a synchronous manner. While receiving your education in a virtual setting, it is important that all students read and comply with the rules and guidelines below.

Attendance:

- Students should be sure to be logged in promptly so that they are marked present AND so that they are not marked late to class.
- Students must also be sure to remain online for the entire period. Teachers will take attendance through our student information system and also download attendance from Microsoft Teams (which timestamps students arriving and leaving a meeting).
- Students are **required** to be participating and logging in during the school hours for Synchronous learning following the district Bell Schedule for that day i.e. 2 hr.-delays, activity periods, Act 80.

• Participation:

- Participation is always important but virtual participation is even more important due to our new form of online education.
- Students should use their cameras and keep backgrounds blurred or changed to keep privacy within their homes.
- Students should mute their mics during each class period and raise their "virtual" hand to participate during virtual class time.
- Students should type in the chat box as another form of participation. Chat box should be used for educational purposes only and content should be on track with the lesson.

• Be prepared:

- Even when in school, students should have their devices charged and ready to use.
- Keep other devices and windows closed during class time so that you are fully engaged in learning.
- Students should be set up in a quiet place and be sure to wear school appropriate clothing.

• Grades:

- Infinite Campus is the school district's official student information system. Please use this to monitor grades and attendance.

• Virtual Etiquette:

- Turn on your camera at the beginning of class so your teacher can take attendance.
- Any image used virtually or in person should be school appropriate.
- Always mute yourself until your teacher recognizes you after you raise your virtual hand. Do not forget to mute yourself after you are done speaking and to lower your virtual hand.
- Respect privacy and never take screenshots/photos or record classmates and teachers.

• Bridger Pride:

- Respect other students' rights to learn without interruptions.
- Communicate respectfully with your teachers and peers.
- Stay on topic and do not chat (talk or type) in a Teams meeting without the teacher being present.
- Do not enter a prior or future Teams meeting.
- FOLLOW ALL SCHOOL AND CLASS RULES. The same rules apply online as well as when at school.

BACKPACKS

Students at the high school are permitted to use backpacks to carry school-related items from class to class. Clear plastic backpacks are required to expedite the morning security procedures.

In addition to building entry bag check and/or bag scans, backpacks are subject to searches by school district administrators when there is reasonable suspicion about the improper or illegal contents. Refusal by a student to consent to a search will be perceived as an admission of guilt. The student may then be placed on a period of out of school suspension and a building level hearing will be scheduled. Charges may be filed with the Ambridge Police Department. Students must carry clear water bottles and use binders without metal rings.

STUDENT 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. Headwear is generally permitted but may not be worn in a manner that covers one's face or conceals the wearer's identify. 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.

STUDENT IDENTIFICATION CARDS

Students will be issued an I.D. at the beginning of the school year. Students may be required to show their I.D. upon entering the building or any school function. Students should continue to use their I.D. from the previous school year until a new I.D. is issued.

STUDENT LOCKERS

THE ADMINISTRATION RESERVES THE RIGHT TO SEARCH LOCKERS OR TO OPEN THEM. STUDENTS SHALL NOT EXPECT PRIVACY REGARDING ITEMS PLACED IN SCHOOL LOCKERS.

LOCKERS ARE SUBJECT TO SEARCH AT ANY TIME BY SCHOOL OFFICIALS AND THAT RANDOM, PERIODIC OR SWEEPING SEARCHES, INCLUDING CANINE DRUG SEARCHES, OF ALL LOCKERS WILL BE CONDUCTED BY SCHOOL OFFICIALS.

1. Every student will be assigned a locker number.
2. Only books and clothing should be left in the lockers.
3. For health reasons, gym clothes should be taken home at the end of the day.
4. The administration will not tolerate any entering, destroying or stealing from lockers.
5. Any student entering a locker, other than his/her own, destroying locker contents and/or stealing locker contents will be prosecuted to the fullest limit of the law.

The Ambridge Area School District and its agents cannot and will not be responsible for any stolen, missing or damaged personal property.

In the event a lock has to be "cut" from a locker in the gym or a locker needs to be opened, the student is to secure a "Permission to Cut and Open Locker" slip from the Main Office. After the student completes the necessary information, he/she will have it verified and signed by the physical education teacher and an administrator. The student will give the slip to a custodian who will "cut" the lock or open the locker. The signed slip will be filed in the Main Office.

ATHLETICS

FALL

Boys Golf
Boys Soccer
Boys Cross Country
Football
Girls Cross Country
Girls Golf
Girls Soccer
Girls Tennis
Girls Volleyball
Cheerleading

WINTER

Boys Basketball
Boys Bowling
Girls Basketball
Girls Bowling
Wrestling
Cheerleading
Hockey (co-op)

SPRING

Baseball
Boys Tennis
Boys Volleyball
Softball
Track
Girls Lacrosse (Club)
Girls Flag Football (Club)

The Ambridge Area School District is proud of the tradition and accomplishments of its interscholastic athletic programs. Athletics play a vital role in the development of sportsmanship, responsibility, cooperation, and time management. Students are encouraged to participate in athletics as part of their overall educational experience, with emphasis on multi-sport participation. Ambridge provides a variety of boys' and girls' sports programs throughout the year. Students are encouraged to visit the Athletic Director's Office in the main office or call 724-266-2833 (x 2235) to inquire about any of the sports programs.

INTERSCHOLASTIC MISSION STATEMENT

To provide a policy that will help our student/athletes better meet academic requirements and instill respect for other policies, especially the school attendance policy.

ACADEMICS

- To ensure that our students meet the graduation requirements.
- To ensure that students maintain a grade average that will give each student a better self-image.
- To ensure students understand the mission of interscholastic athletics under the PIAA guidelines.

CITIZENSHIP

- Good citizenship demands that rules and regulations must be complied with if students wish to represent our district.
- Hazing will not be tolerated as defined by the Ambridge Area School District policy.
- The administration requests that student athletes set positive examples for other students.

ATTENDANCE

- Attendance and promptness are a necessity to succeed in school as well as in life.

EQUIPMENT/UNIFORMS

- All equipment/uniforms must be returned at the completion of each season.
- Failure to return any uniforms or equipment will result in student/ athletes not being permitted to participate in any school activities including other sports, Homecoming, Prom, Mistletoe, and Commencement.

ACADEMIC ELIGIBILITY FOR ATHLETICS & EXTRA-CURRICULAR ACTIVITIES

Students participating in athletics and activities are expected to maintain passing grades in all of their subjects as reported weekly in grades measured from the beginning of the grading period. Eligibility is determined by the three cases described below. The Ambridge Area School District is governed by the rules established by the National Federation of High School Sports, the Pennsylvania Interscholastic Athletic Association and the Western Pennsylvania Interscholastic Athletic League. Consequently, the standards outlined for academic performance and student attendance as outlined below.

Students must be passing at least four full-credit subjects or the equivalent as of each Friday during a grading period. If students fail to meet this requirement, they will lose their eligibility the immediate Sunday through the following Saturday. In addition, students must have passed at least four full-credit subjects or the equivalent during the previous semester. Students failing to meet this requirement will lose their eligibility for 15 school days of the following semester beginning on the first day that report cards are issued. At the end of the school year, the student's final credits in the student's subjects rather than the student's credits for the last grading period shall be used to determine the student's eligibility for the next grading period. The result if a student is not passing four full-credit courses would be that the student would lose their eligibility for 15 school days during the next sporting season.

A student must pursue a curriculum defined and approved by the principal as a full-time student and must maintain acceptable grades in all classes in order to maintain eligibility. Eligibility is cumulative from the beginning of each grading period and is reported on a weekly basis. Each head coach shall be responsible to assist in monitoring the academic progress of their students. The Building Principals in conjunction with the Athletic Director shall be responsible to implement and monitor this policy.

ATHLETIC – ATTENDANCE ELIGIBILITY

1. A student may not participate in an event on any school day, which they have not arrived to school by 11:00 AM. However, an exception may be made for medical appointments or other special circumstances, which occur during that day.
 2. A student serving ISS/OSS will be ineligible to participate in any practices or games on the day(s) of the suspension.
 3. A student serving detention may not participate in practice or games until detention is over.
 4. Students expelled from school are not permitted to participate according to the PIAA rules.
 5. Should a student accumulate more than twenty (20) days of unexcused absences during a semester, the student will be ineligible to participate in athletics (inter-school practice, scrimmage or contest) until the student has been in attendance for a total of forty-five (45) school days following the student's twentieth (20th) day of absence.
- ***Attendance of summer school does not count toward the forty-five (45) school days of attendance required

Academic and Attendance Eligibility/Communication system:

1. Grades and attendance are pulled after 3:00 PM on the last school day of every week via our student information system teams report.
2. Eligibility emails are sent to principals and coaches Friday or Saturday. With grades/notations for review.
3. Coaches will communicate with the student-athletes and parents about any academic and attendance eligibility issues.
4. Academic requirements: student-athletes must be passing four full-credit classes weekly. If they fail to meet the PIAA requirements- they are out from Sunday through Saturday.
5. Academic semester: students must have passed at least four full-credit subjects or the equivalent during the previous semester. Failure to meet this requirement=ineligibility 15 school days of the following semester starting on the first day that report cards are issued.
6. Attendance requirements: Should a student accumulate more than twenty (20) days of unexcused absences the student will be ineligible to participate in athletics (inter-school practice, scrimmage or contest) until the student has been in attendance for a total of forty-five (45) school days following the student's twentieth (20th) day of absence. (Refer to Pages 30-31 for acceptable and unacceptable reasons for excused absences and tardies.)
7. Attendance semester: Should a student accumulate twenty (20) days of unexcused absences during the semester, the student will be ineligible until the student has attended for a total of forty-five (45) school days of the following school year.
8. Accumulated tardies and/or early release will count toward daily attendance. (Refer to Page 4.)

EVENT CONDUCT EXPECTATIONS

All athletic events are directly sponsored by the Ambridge Area School District regardless of the site. Students are always expected to exhibit proper behavior when representing the AASD at athletic events as a participant, competitor, or spectator. All rules and policies established by the Ambridge Area School District have jurisdiction over students at school sponsored athletic events. Students who exhibit improper behavior may lose their privilege to participate in/or attend any or all athletic events sponsored by the AASD.

STUDENT INSURANCE FOR ATHLETES

The Ambridge Area School District has taken out an Accident Policy for all students who participate in any sport. The school athletic insurance program will cover the first \$100 of medical expense without regard to other insurance. Thereafter, expenses over \$100 shall be payable by the parent's own group insurance.

If the insured person is not covered by other group insurance, the excess provision shall not be applicable and benefits will be payable by the school insurance up to the extent of the athletic insurance policy limits. Claims must be made to the school within 90 days of the date of the injury. Any portion of a claim that is not covered shall be the responsibility of the parents. Therefore, the district requires that all parents of student athletes sign a waiver acknowledging that they understand this provision. The district is not responsible for unpaid claims above the limits of the athletic insurance policy.

CLUBS AND ACTIVITIES

Adventurers in Education	Italian Club	Sophomore Class
Art Club	Junior Class	Spanish Club
Announcements Club	Mary Makers	Stage Crew
Bible Club	Mock Trial Team	Student Council
Black Student Union	Musical	Technology Production
Book Club	National Honor Society	Technology Student Assoc. (TSA)
Cadet Club	PA Math League	Teen Leadership
Chess Club	Robotics	Thespian
Ecology Club	Science Club	Tri-M Music Honor Society
Forensics	Senior Class	Unified Club
Gay-Straight Alliance	Silhouette	Video Production
Interact Club	Ski Club	Yearbook

Ambridge Area High School offers a variety of activities with which students can participate. School rules that apply to athletics also apply to clubs, dances, away games, and all school sponsored activities. During the first few weeks of school, clubs and activities will be promoted to the students. Students are encouraged to get involved.

Students who wish to form a club that does not currently exist must first have the support of a faculty or staff member of the Ambridge Area School District. Once that support is received, the club or activity must be approved by the Board of Education. This process would include the appointment of an advisor by the school board, the election of officers, the creation of a constitution/bylaws, meetings, the maintenance of minutes, and, where money is exchanged, the establishment of an activity account within the school.

Questions concerning school clubs or activities should be directed to the administration. Any fundraising activity must be approved by the high school administration.

ASSEMBLIES AND PEP RALLIES

The office will call students to go to assemblies and pep rallies. Students will be expected to move quickly to assigned areas in the auditorium or gym. All students must report directly to these assigned areas. Failure to comply with these requests will be treated as a class cut.

Students are expected to show respect and courtesy at all times during assemblies and pep rallies. Assemblies and pep rallies are not only entertaining but are also an important part of the educational process of our school. For this reason, appropriate behavior is expected at all times. These behaviors include:

- Standing/sitting when requested by the principal or assistant principal to show respect for the speakers or presenters.
- Being quiet while the performers are addressing the audience.
- Sitting in an appropriate manner, keeping feet off chairs and from blocking the aisles.
- Not using any form of profanity or vulgarity including written, oral, or any obscene gestures.

SPECIAL EVENTS

The district recognizes the value of student social events, special events and class trips in enhancing and enriching the school experience for students. See Board Policy 231. Special events include, but are not limited to, dances, Homecoming, Prom, Mistletoe and Commencement.

As voluntary participants in school social events and class trips, students shall be held responsible for compliance with district policies and rules. Infractions of those policies or rules will be subject to the same disciplinary measures applied during the regular school program.

Participation in school events is not a right and may be denied to any student who has demonstrated disregard for the policies and rules of the district or the school.

Dances

The following guidelines shall apply to all dances held in district facilities:

1. Only Ambridge Area Senior High School students will be admitted to the dances, except as otherwise noted by the principal. Special dances are limited to certain grade levels. (Mistletoe and Prom are limited to grades 10-12)
2. Students on social probation, suspension, expulsion or absent from school on the day of a dance are restricted from attending.
3. Students with attendance and truancy issues and infractions in question or unresolved, **are not permitted** to participate in these activities.
4. Students arriving 30 minutes after the start of the event may be denied admission. Exceptions to this should be pre-arranged or will be reviewed to determine an emergency situation
5. Students leaving the dance will not be permitted to re-enter. A student who leaves the dance must leave school grounds and is not permitted to return to the dance.
6. Students who are disruptive, insolent or under the influence of drugs/alcohol will be denied admittance and/or will be removed from the building and must leave school grounds. Disciplinary action will be taken according to district policy as contained within this handbook.

7. All school rules and regulations apply to all dances.
8. Request for dances must be pre-approved by the administration and both sponsors and booster clubs must complete the proper forms.

Special events like Homecoming, Prom, Mistletoe, Commencement and other events are subject to the following additional regulations:

1. Students who attend the Homecoming, Prom or Mistletoe may be dismissed from school after being in attendance for (4) four periods the day of the event. Students must be in attendance for 4 periods.
2. If an event takes place over the weekend, students must be in attendance for a full day on the last school day prior to the event.
3. No one over twenty (20) years of age will be permitted to attend Prom, Mistletoe or other school sanctioned dances. All outside guests (non- Ambridge and adults under 20) ~~former Ambridge students~~ must complete the required and necessary paperwork in order to attend, and provide valid photo ID.
4. Students with attendance concerns may be prohibited from attending or participating in these events.
5. Students must be passing four (4) one (1) credit courses during the 9 weeks in which the event occurs. Students not meeting this standard are not permitted to attend these special school events.
6. Additionally, students who have received a Level 3 offense or higher during the academic year may only attend special events following administrative review and approval, which may be reasonably withheld.
7. Students are required to complete all EVERFI courses per grade level, as well as the Citizenship Exam for Prom and Mistletoe.
8. All discipline assigned must be served by deadline for eligibility.

Students who are going on any field trip must follow the following guidelines:

1. Students on social, academic probation or OSS are not permitted to attend.
2. Students must obtain the proper permission slips which must be signed by their parents/guardian and all of their teachers.
3. Failure to attain teacher permission will result in a class cut.
4. Students who have any failing grades during the 9 weeks will not be permitted to attend these special events. Students must follow all rules of the student handbook during the trip.

STUDENT SUPPORT SERVICES

The Ambridge Area School District provides an array of services to the elementary, middle and senior high school 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, accommodations 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.

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

More information and targeted services can be provided to you upon request.

STUDENT ASSISTANCE PROGRAM (S.A.P.)

We believe that students who are at-risk (facing depression/suicide) should receive help as quickly and professionally as possible. Confidentiality must be waived in any life-threatening situation. All attempts will be made to coordinate the efforts of the S.A.P. Team, staff members, family members and community services to prevent harm to a student who is considered at-risk to help develop within the student a feeling of self-worth and resilience.

However, to provide a safe environment for all students, if a student attempts suicide or exhibits suicidal ideation, he/she must receive an evaluation (at the parent's expense) from a licensed mental health facility. In order to return to school, documentation must be provided that includes the recommendation from the facility and that the student is safe.

- A. The Ambridge Area Student Assistance Program is a component of the Ambridge Area School District's educational program.
- B. The S.A.P. Teams are multi-disciplinary teams composed of school personnel (administration, school nurse, counselors, and teachers) trained to understand and work with students, and parents/guardians of students, who are at risk regarding issues of adolescent chemical use, abuse, and dependency.
- C. Mental health issues such as suicide ideation, attempts, threats, and depression are also addressed through this program. S.A.P.'s primary role is the identification, intervention, and referral to a licensed drug and alcohol agency or mental health facility. S.A.P. works in cooperation with the family, school professionals, and community agencies.
- D. If as a parent/guardian or community member you have a concern about a young person, you are encouraged to contact the S.A.P. Team, child's teacher, counselor, or building principal.
- E. Recognizing that parental involvement is a critical component of the Student Assistance Program (S.A.P.) process. The administration, in conjunction with the Student Assistance Program Team(s), will work to develop procedures that will be utilized to facilitate communication and support for students and parent(s)/guardian(s). All information is highly confidential and staff will manage this information appropriately per state and federal guidelines.

After-Care and Student Care-Support can also be provided to recovering students through the use of small group and individual counseling sessions. Returning students can also receive supportive counseling from appropriate community agencies working in conjunction with the S.A.P. Team(s).

Additional Supports

Student can receive supports through other avenues including but not limited to:

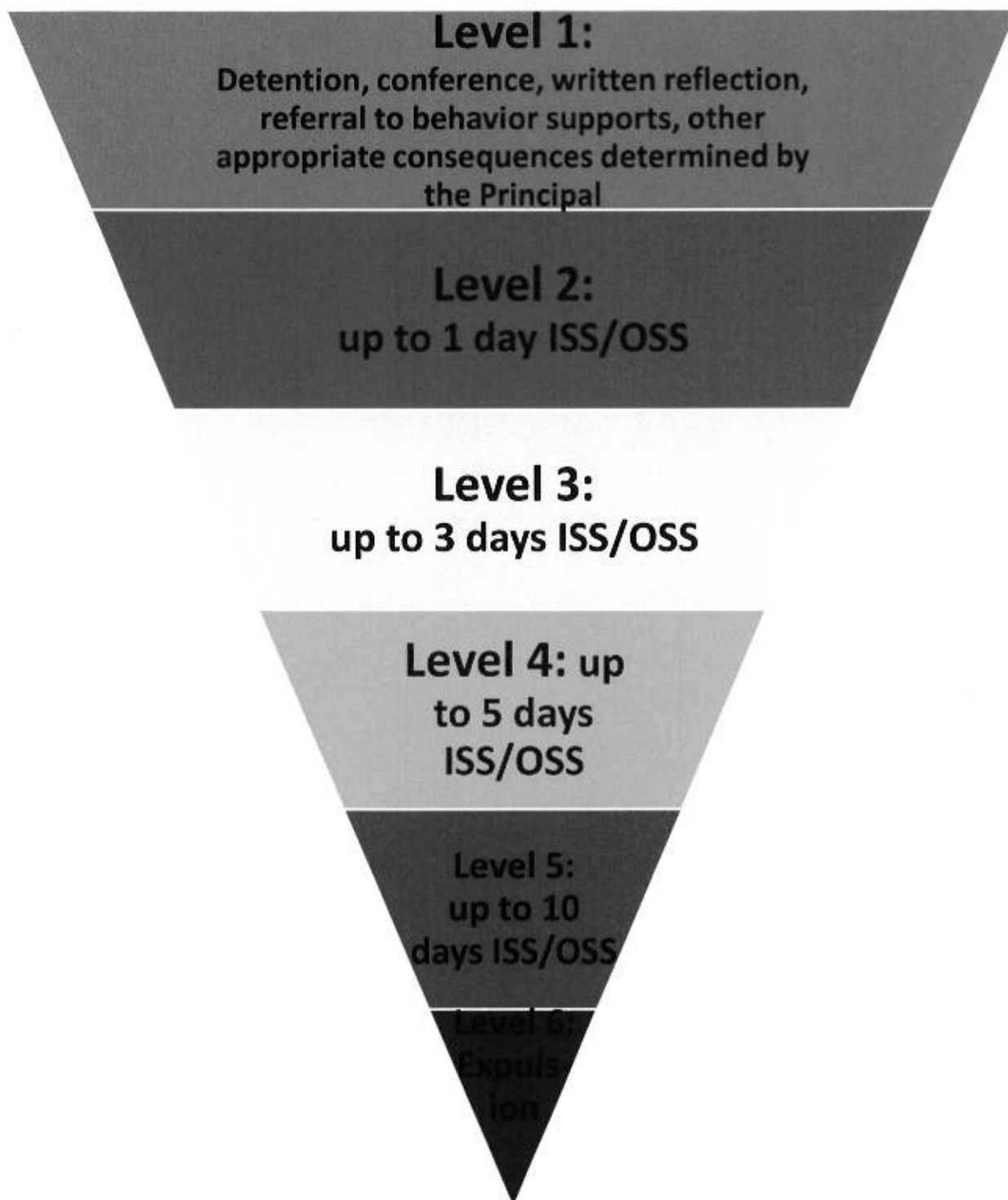
- Student Assistance Program (SAP), HS x2102
- Prevention Network, HS x2102
- Positive Steps, HS x2223
- Building Level Social Worker, HS x2265
- High School Guidance Office, HS x2377
- Community Resources (https://www.ambridge.k12.pa.us/?page_id=9012)

SAFE-2-SAY ANONYMOUS TIP-LINE

The Safe2Say Something program was established within the Pennsylvania Office of Attorney General through Act 44 of 2018. Safe2Say Something is a system for anonymously reporting unsafe, potentially harmful, dangerous, violent or criminal activities in any school in Pennsylvania. The program teaches youth and adults how to recognize warning signs and signals, especially within social media, from individuals who may be a threat to themselves or others and to "say something" BEFORE it is too late. With Safe2Say Something, it's easy and confidential to report safety concerns to help prevent violence and tragedies.

Safe2Say Something (S@SS) tips may be submitted by any individual, student, staff member, parent/guardian as a secure and anonymous means to report unsafe, potentially harmful, dangerous, violent, or criminal activities in the school setting or threat of such activities in the school setting through:

1. A 24 hour/day, 7 day/week OAG Crisis Center telephone hotline;
2. A Safe2Say Something program secure website; or
3. A Safe2Say Something mobile electronic app.



CODE OF CONDUCT

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, or other interventions. 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 discipline (non-exclusionary discipline, detention, ISS, OSS or referral for expulsion). Reference to the Principal is inclusive of their 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.

CLASSROOM RULES AND REGULATIONS

The classroom teacher is in control of his/her classroom and has a right, an expectation, and a duty to establish clear rules and expectations for proper student conduct. (This includes students being late to their class).

The following are **NOT PERMITTED**:

- Wearing of blanket during school hours
- Possession/use of cell phones, radios, I-Pods or CD players when prohibited or limited by a teacher.
- Food or drinks of any kind outside of the cafeteria are only permitted at the discretion of the teacher. Water in a clear bottle or an environmentally friendly liquid container is permitted.

TEACHER DETENTION

Teachers may assign detention for minor classroom infractions. Teacher detentions must be served within five school days.

- Teachers will contact the student's parent or guardian by telephone or in person when detention is assigned.
- Failure to serve teacher detention will result in the assignment of Administrative detention(s) by the administration.
- Administrative detentions may also be assigned for other minor offenses.
- Failure to serve assigned detention(s) by the due date will result in assignment to Saturday Detention, ISS, OSS, Saturday School, or Administrative detention at the discretion of the administration.

ADMINISTRATIVE DETENTION

Detention may be assigned by the Principal as a means of addressing inappropriate behavior while keeping the student in class. When assigned, the following applies:

1. Parents and students will be notified regarding the reason, assignment and scheduled date of detention.
2. Sessions will be held on assigned school days for 90 minutes.
3. Students/parents must provide their own transportation.
4. Classes will be supervised by a certified, licensed teacher.
5. Students must report to the assigned classroom at the time of detention.

6. Students arriving late or leaving early will not be given credit for serving the assigned detention.
7. Students must bring: books, paper, pencil and assignments from their teachers.
8. Students will not sleep, talk, eat or disrupt class in any manner.
9. Any discipline problems will result in the student being sent home.
10. Saturday School when assigned is 3 hours.
11. Failure to serve detention will result in Saturday Detention, Saturday School, ISS or OSS.
12. Parents/guardians are expected to monitor their child's discipline and attendance on the student information system.

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 the junior/senior prom, school dances, sporting events, class activities, and the graduation ceremony based on discipline referrals.

BCCTC DISCIPLINE RECIPROCITY

Any assigned OSS will apply to both regular classes and BCCTC, regardless of where the infraction occurred. BCCTC may enforce ISS on site.

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 obscenities/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.

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; physical altercation² with, or physical harm to another person;

¹ Pepper spray and other over-the-counter self-defense propellants (referred herein generally as "Pepper Spray") 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.

² The district reserves the right to consider mitigating and aggravating evidence and circumstance when determining appropriate consequences associated with a fight or altercation. A clear aggressor of a physical altercation, if determinable, shall receive more severe consequences. Additionally, harm to or attacks on faculty or staff shall be considered an aggravated event justifying a more severe consequence.

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; 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 that results in serious bodily injury and any other violations including but not limited to high-level threats that cause significant interruption to the academic setting or community requiring an expulsion as a matter of law.

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

PHYSICAL AND VERBAL ALTERCATIONS

A "physical altercation" is a Level III offense that may carry additional penalties when warranted. Fighting is unacceptable for any reason and will not be tolerated. The physical nature of a fight could include but is not limited to hitting, punching, slapping, poking, grabbing, pulling, tripping and kicking. A verbal altercation is an incident which involves one or several offenders who engage in verbal communication in which abusive, profane, obscene or threatening comments are made toward one or more than one. Verbal altercations of a threatening, profane or disruptive nature or instigation of a fight may result in discipline. Students should recognize that if a fight is in progress, it is the expectation of the district that as soon as an adult intervenes, the involved parties should immediately cease the altercation, if not sooner. Students not directly involved in the physical altercation should move to their assigned/scheduled location or other safe location as indicated by adults on the scene.

Should a student find himself or herself in a conflict outside of school that could escalate to the level of a fight in school, he or she (or his or her family) is expected to contact the high school administration immediately so that we can begin conflict mediation as soon as possible.

Students are discouraged from engaging in any physical altercations while in school. If a student physically attacks another student, and the victim of that attack does not retaliate, the aggressor will be disciplined for and charged with assault.

FIGHT AND MISCONDUCT PROMOTION

Students are prohibited from recording, sharing, snapping, streaming or disseminating information in any form of a fight or other conduct expressly prohibited occurring in school, on school grounds, or during school activities. Students caught fight promoting or misconduct promoting will face appropriate disciplinary consequences, as well as the possibility of police charges for violating state-level wiretapping laws.

OBSCENITIES AND PROFANITIES

Obscene materials including, but not limited to illustrations (drawings, painting, photographs, etc.) and oral or written materials (books, letters, poems, tapes, CDs, videos, etc.) which are commercially or student-produced are prohibited. Profanity including, but not limited to, gestures, symbols, verbal, written, etc. is prohibited during school and at all school-sponsored activities. Students must choose their words carefully and consciously.

FALSE REPORTING

Students who are caught false reporting an issue will have disciplinary consequences issued by administration on a specific case basis.

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.

CLASS CUTS

"Class cuts" include but are not limited to academic classes, activity period, homeroom, pep rallies, assemblies, lunch, study halls, and all other scheduled assignments and events that students are required to attend. If a student arrives more than 10 minutes late without a pass, a class cut form will be submitted. Penalties for class cuts shall be progressive in nature.

ELECTRONIC DEVICES

The Ambridge Area School District recognizes that the appropriate use of electronic devices can provide great potential for enhanced learning opportunities for all students. However, there are many other uses of electronic devices which can distract from the learning process or otherwise violate the rights of students or staff, thus the use of electronic devices for legitimate educational purposes is permitted, only under the direction of the classroom teacher with approval from the building administration and in accordance with Ambridge Area School District's Code of Conduct.

Electronic devices shall include all devices that can take photographs, record audio or video data; store, transmit or receive messages, data, or images; or provide a wireless, unfiltered connection to the Internet. Examples of the electronic devices include, but shall not be limited to iPods, MP3 players, DVD players, handheld game consoles, personal digital assistants (PDAs), cellular phones, smart phones, laptops or other student-owned computers, radios, as well as any new technology developed with similar capabilities of data storage or transmission. The District is not liable for the loss, damage or misuse of an electronic device brought to school by student.

Appropriate use of electronic devices shall include any use of such devices for educational purposes, such as educational research which is specifically authorized by a classroom teacher with approval from the AASD Administrative Team. Any use of electronic devices that leads to disruption of the educational process or violates the rights of individual students is a violation of the AASD's Code of Conduct and will result in the appropriate disciplinary consequence, loss of privileges and confiscation of the electronic device. Inappropriate use of these devices includes, but are not limited to the following examples:

- Placing and/or receiving a call, text message, or other communication during instructional time (classroom instruction, study halls and gymnasiums).
- The use of electronic devices in locker rooms or rest rooms.
- Using any application on an electronic device which is not directly relevant to the instruction of the classroom and authorized by the classroom teacher.
- Taking, storing, dissemination, transferring, viewing or sharing of obscene, pornographic, lewd, inappropriate, unauthorized, or otherwise illegal images or photographs, whether by electronic data transfer or other means, including but not limited to texting and emailing.

- Using any electronic device for purposes which are in direct violation of other provisions within AASD's Code of Conduct, such as bullying, cyber-bullying, cheating or otherwise violating academic integrity, or harassing or intimidating students or staff members.

The District shall enforce these provisions of the AASD's Code of Conduct regarding electronic devices on school grounds, District-operated school busses and other conveyances, and during any District-sponsored activities, whether or not occurring on school grounds. Such prohibited activity shall also apply to student conduct that occurs off school property if the prohibited conduct is (a) directed at another student or students, is (b) severe, persistent, or pervasive, and (c) interferes with a student's education, creates a threatening environment, or substantially disrupts orderly operations of school. Such activities are in direct violation of the code of conduct and will result in violators being disciplined accordingly. For additional information concerning this use of electronic devices, please reference the Ambridge Area School District Code of Conduct.

Electronic devices are not permitted to be used in the classroom during the school day unless the classroom teacher gives the students permission to use the device for educational purposes or enhances learning opportunities. If the student is using an electronic device and were not given permission, the teacher will follow the steps that follow:

- 1st offense: Warning to put the phone in an assigned storage area in the class or off of the desk and into a backpack
 2nd offense: The teacher will ask the student for the phone/device (the teacher will retain the phone/device until the end of the class period)

** If a student refuses to surrender the phone/device, the teacher shall write the student up and it will fall under insubordination and improper use of an electronic device. The principal will then confiscate the device for the rest of the school day. Any student that fails to relinquish their device will be assigned one day OSS for insubordination. These actions may impact the student's participation in future sporting events and/or school activities.

Repeat offender: If a student is repeatedly inappropriately using their electronic device, the Principal may confiscate it. If the item is confiscated by the Principal, it will be kept until arrangements have been made to turn the item over to a parent or guardian. If a student refuses to relinquish a banned item, they will be assigned a form of school discipline which can result in up to one (1) day of OSS for insubordination.

BULLYING, CYBERBULLYING, DISCRIMINATION, INTIMIDATION AND HARASSMENT

There is no place for bullying, cyberbullying, intimidating or discriminatory behavior within our school community. The District takes allegations seriously and acts quickly to investigate and resolve these matters when it is within its power to do so. Recipients of such behavior in school are encouraged to report it. Supports will be developed and implemented.

There will be no physical/verbal intimidation or racial/ethnic discrimination/harassment against any Ambridge Area High School 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. The violations include discrimination based on sex, gender identity, and sexual orientation. A copy of the policy is attached.

GAMBLING

Any form of gambling is prohibited. Money or materials will be confiscated. Appropriate discipline will be assigned.

INAPPROPRIATE ITEMS

No beepers, pagers, electronic games, I-Pods, radios, skateboards, in-line skates or scooters, dice, cards, laser pointers or other items that the administration feel are inappropriate in the educational environment are not permitted to be in the building during the school day. The faculty or administration will confiscate these items.

PUBLIC DISPLAYS OF AFFECTION

Open and overt displays of affection are in poor taste and students should refrain from such action. If the behavior persists, students will be referred to the administration for discipline action and parents may be notified.

THREATS

Threats of any kind, (physical, and verbal, written, via telephone, computer and/or social media) made to any student, district employee, faculty, or administrator will be dealt with on a case-by-case basis.

TOBACCO/VAPING POLICY

Smoking, vaping and use of any tobacco products will not be permitted in any indoor or outdoor areas, stadium or field areas, and other school district property. Smoking, vaping and all other uses of tobacco by students and faculty (school personnel) will not be permitted at any school sponsored event or field trip 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 and vaping use shall be defined as the actual use of any tobacco product including lighted or unlighted cigars, cigarettes, vaping devices or pipes; any other lighted or unlighted smoking product or material, oils and products containing nicotine intended for consumption and/or other substances for use in vaping devices, including electronic smoking devices; fluids for vaping and smokeless tobacco in any form. Smoking electronic cigarettes and vaping devices regardless of whether or not they contain tobacco derivatives is also prohibited. Admissions of use, as well as direct evidence of use, will serve as a basis for discipline.

Vaping products that test positive for illegal drugs, including but not limited to THC, will be considered a drug under applicable drug and alcohol policies and not tobacco.

The administration will confiscate all tobacco products, vaping materials and matches, lighters and any other incendiary devices that students possess during school hours.

VANDALISM

Digital surveillance cameras are installed in the High School. They are monitored by both the Ambridge Police and high school administration. Students who willfully or carelessly damage school property will be assessed the cost of repair. Section 628 of School Law also provides for a citation issued by the Ambridge Police Department and a Level III suspension issued by the administration. School records will be withheld until all debts resulting from damage or destruction are paid, where permitted by law.

WEAPONS POLICY

A safe environment is critical to a successful educational environment. Possession of weapons in the school setting is a threat to the safety of students and staff and is prohibited by law. Board Policy 218.1. Possession of a weapon is a Level 6 offense under the Code of Conduct.

CONTROLLED SUBSTANCES/PARAPHERNALIA POLICY

Substance abuse is a serious problem with legal, physical and social implications for the entire school community. As an educational institution, our school strives to prevent abuse of controlled substances. Board Policy 227. Refer to Policy 227 for details regarding definitions and off-campus activities.

- A. Any student who comes forward and reports to a teacher or member of the administration his/her misuse or abuse shall not be subject to punishment unless said student subsequently and separately violates the terms of the Ambridge Area School District's Drug and Alcohol Policy.
- B. The privileged confidentiality between students and Student Assistance Program (S.A.P.) members, guidance counselors, school nurses, school psychologists, home and school visitors and other school employees shall be respected. No confidential communications made to any such employee shall be required to be revealed without consent of the student or his/her parent, unless it involves the health, safety, and welfare of the student or is in the best interest of the student.
- C. Reasonable Suspicion/Testing. If based on the student's behavior, medical symptoms, vital signs or other observable factors, the building principal has reasonable suspicion that the student is under the influence of a controlled substance, the student may be required to submit to drug or alcohol testing. The testing may include, but is not limited to, the analysis of blood, urine, saliva, or the administration of a Breathalyzer test.

Alcohol and Other Drugs Prevention Program

- A. As an integral part of the Ambridge Area School District Alcohol and Other Drugs Prevention Program, these guidelines represent one component in a district-wide effort to respond effectively to any health-endangering substances, which may include, drugs, mood-altering substances, and/or alcohol-related situations that may occur at school-sponsored activities. These guidelines are intended to provide a consistent disciplinary means to respond to any health-endangering substances, which may include drugs, mood-altering substances, and/or alcohol-related events.
- B. The Ambridge Area School District will take all steps necessary to provide a safe and healthy environment for students with due consideration for their legal rights and responsibilities. The Student Assistant Program will be utilized.
- C. The Board reserves the right to use any extraordinary measures deemed necessary to control substance abuse even if the circumstances are not provided for specifically in any rule or regulation enumerated herein.

PROCEDURE FOR THE RE-ENTRY GUIDELINES

A **re-entry interview** 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(s)/guardian(s) put the student in treatment, the parent(s)/guardian(s) and student need to sign the release.

Release information allows the following people to be apprised of the student's recovery progress:

- S.A.P. Team Member(s)
- Administration
- Counselor(s)
- Teachers (as necessary)
- Aftercare Facilitator
- Parent(s)/Guardian(s)

Explain the goals of the aftercare program to the parent(s)/guardian(s) and student. Discuss the S.A.P. program. Identify the members of the S.A.P. Team and the groups offered in the school setting. A re-entry contract is written and signed. The contract will include, but is not limited to the following:

- Directives to follow the recommendations from the drug and alcohol agency – The Drug and Alcohol Policy stipulates the student's compliance with the agency's recommendations
- A copy of the Sober Living Plan, if issued by the agency or therapist
- Directives regarding attendance at the school's aftercare program
- Any specific recommendations for this student
- Consequences of actions contrary to the contract
- Must submit to random testing for up to a calendar year
- Discussion of academic performance: grades, classes and work.

SITUATIONAL CATEGORIES

1. A student is suspected of possible drug or alcohol use. There is **no violation or physical evidence**.
 - The student is informed of available help and encouraged to seek assistance
 - Staff member is to contact SAP Team, guidance, nurse, and principals for assistance
 - Parent(s)/guardian(s) notified
 - No authorities contacted
 - Referral to SAP Team
 - No disciplinary action

2. A student contacts a staff member in regard to the drug or alcohol **use by another student**.
 - The student who contacts a staff member is encouraged to have the student with the problem to personally seek assistance
 - Limited to the staff member, although the counselor, S.A.P. Team, nurse or principals may be contacted for assistance
 - Possible notification of parent(s)/guardian(s), if appropriate
 - No authorities contacted
 - Possible referral to the S.A.P. Team
 - No disciplinary action
3. A **student volunteers information** about a personal drug or alcohol use and asks for help.
 - The student is informed of services assistance available and encouraged to seek assistance
 - Staff member should request intervention of S.A.P. Team
 - Inform parent(s)/guardian(s) of discussion with student
 - No authorities contacted
 - Referral to S.A.P. Team
 - No disciplinary action
4. A student has a **drug or alcohol-related medical emergency**.
 - The nurse will be summoned immediately, if available. Student will be transported to the nearest medical facility by ambulance
 - Administration responsible to investigate incident. This may include a search of student, student's locker, and/or other possessions (may include student's vehicle if on school property)
 - Parent(s)/guardian(s) immediately notified
 - Authorities are notified
 - If there is evidence of further violation, see appropriate situational category for further action
 - Referral to S.A.P. Team
5. A student **possesses drug-related paraphernalia** with no evidence of use.
 - Paraphernalia is confiscated by administration.
 - Staff writes an anecdotal report of the incident
 - At the discretion of the administration, the student, student's locker and/or other possessions will be searched (may include student's vehicle, if on school property).
 - Confiscation of pertinent items
 - Parent(s)/guardian(s) immediately notified
 - Authorities are notified
 - Discipline consistent with the code of conduct
 - Referral to S.A.P. Team
6. **FIRST OFFENSE** – A student possesses, uses, or is under the influence of drugs or alcohol.
 - Administration is summoned. Staff member writes an anecdotal report of the incident. Superintendent or designee is contacted
 - Administration is responsible to investigate incident. This may include a search of student, student's locker, and/or other possessions (may include student's vehicle if on school property), confiscation of substance and collection of pertinent items/data
 - Parent(s)/guardian(s) immediately notified. Conference is scheduled as soon as possible
 - Authorities (local police) are notified
 - Immediate ten (10) days of OSS is assigned
 - Referral to S.A.P. Team Informal hearing
 - Referral for formal hearing for expulsion from school and extra-curricular activities for a minimum of forty-five (45) school days.
 - Referral through S.A.P. Team and completion of assessment by a licensed drug and alcohol facility, to be paid for by the parent or guardian. The student must comply with the recommendations of the facility's assessment

7. **SECOND OFFENSE** – A student is caught in possession of, use of, or under the influence of drugs or alcohol.

- Administration is summoned. A staff member writes anecdotal report of the incident. Superintendent or designee is contacted
- Administration is responsible to investigate incident. This may include a search of student, student's locker, and/or other possessions (may include student's vehicle if on school property), confiscation of substance and collection of pertinent items/data
- Parent(s)/guardian(s) are requested to come to the principal's office as soon as possible
- Authorities (local police) are notified
- Immediate ten (10) days of OSS is assigned
- Referral to S.A.P. Team
- Informal hearing
- Referral for formal hearing for expulsion from school and extra-curricular activities for a minimum of ninety (90) school days
- Referral through S.A.P. Team and completion of assessment by a licensed drug and alcohol facility, to be paid for by the parent/ guardian. Student must comply with the recommendations of the facility's assessment

8. A student possesses, uses, and/or is under the influence of drugs or alcohol **at a school-related activity** on or off school property.

- Administration is summoned. A staff member writes anecdotal report of the incident. Superintendent or designee is contacted
- Administration is responsible to investigate incident. This may include a search of student, student's locker, and/or other possessions (may include student's vehicle if on school property), confiscation of substance and collection of pertinent items/data
- Parent(s)/guardian(s) immediately notified. Conference is scheduled as soon as possible
- Authorities (local police) are notified
- The student may be sent home immediately at parental expense, escorted by the legal authorities, or detained until a parent/guardian can accompany the student
- Further discipline using the appropriate situational category will be administered following administrative investigation

9. A student is **transferring** a drug, alcohol, or any health-endangering substance.

- Administration is summoned. A staff member writes anecdotal report of the incident. Superintendent or designee is contacted
- Administration is responsible to investigate incident. This may include a search of student, student's locker, and/or other possessions (may include student's vehicle if on school property), confiscation of substance and collection of pertinent items/data
- Parent(s)/guardian(s) immediately notified. Conference is scheduled as soon as possible
- Authorities (local police) are notified
- Immediate ten (10) days of OSS is assigned
- Referral to S.A.P. Team
- Informal hearing
- Referral for hearing for a one year expulsion

Definition of terms

DRUG: Any chemical, organic or inorganic, substance classified by the Pennsylvania Act of 1972. Drug shall include but not be limited to:

- Alcohol, any alcoholic beverage, or beverage containing alcohol malt or fermented beverages or combination thereof
- Any mood-altering substances
- Any hallucinogenic substance
- Marijuana, all forms (seeds, resins, oils), including Delta 8 and similar marijuana derivative products that test positive for THC
- Cocaine or any derivative
- Stimulants (amphetamines)
- Depressants (barbiturates)

- "Look alike drugs" containing caffeine, ephedrine or similar substances packaged or intended to look like a controlled substance
- Inhalants, such as amine nitrates, airplane glue, ether, kerosene or compounds thereof.

TRANSFERRING:

Delivering, selling, passing, sharing, or giving for free, any alcohol, drug, mood-altering substance or health endangering substance defined in this policy from one person to another or to aid therein.

POSSESSION:

Possessing or holding without any attempt to distribute any alcohol, drug, mood-altering substance or health endangering substance determined to be illegal or defined in this policy.

DRUG PARAPHERNALIA:

Paraphernalia includes any utensil or item that in the School's judgment can be associated with the use of drugs, alcohol, mood-altering substances, and/or health-endangering substances.

SCHOOL BOARD HEARING:

This is a formal process. The student has the right to be represented by a lawyer or other counsel. A record of the hearing is taken by a stenographer or will be tape-recorded.

EXPULSION:

The exclusion from school by the Ambridge Area School Board for a period exceeding ten (10) days, which may result in expulsion from school.

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 is crucial to the learning process.**
3. A parent can only excuse ten (10) student absences during the school year. A parent note must be received by the attendance office within three (3) days of the student's return to school from an absence. Absences beyond the tenth day require medical or legal documentation.
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. Truancy intervention meetings will be scheduled to discuss a truancy elimination plan with students and family.
6. To support and prevent patterns of absenteeism, the following may occur:
 - Referral to the AASD Social Worker
 - Referral to Truancy Program for Beaver County
 - Referral to S.A.P./Child Study
 - Referral to CYS
 - Referral to Magistrate
 - Referral to Beaver County Behavioral Health
 - Referral to outside agencies and resources
 - Referral to Juvenile Services Truancy and Abatement Program

TRUANCY PROCEDURE

1. Notice will be sent home for students of compulsory age for unexcused/illegal absences on a weekly basis. (Keep in mind that any absence that isn't documented within three days after returning to school is considered unexcused/illegal.)
2. Upon reaching 10 unexcused absences, the student and parent will be required to attend a Truancy Intervention meeting at the school with representatives from the Beaver County CYS TIP program. A truancy elimination plan (TEP) will be created at this meeting.
3. For any and all subsequent unexcused/illegal absences, students will be referred to the District Magistrate to pay fine(s)/fee(s) that increase for each subsequent referral.

ATTENDANCE RESPONSIBILITIES

1. Students are responsible for monitoring their rate of attendance and keeping track of their number of absences from each course.
2. Students must carefully review the reasons for excused absences listed in this policy.
3. Students are responsible for bringing all documentation for excused absences to the Attendance Office. State law mandates that all absences will be considered unexcused unless proper documentation is provided within 3 days.
4. Students must arrive to each class promptly. Any unexcused tardy to class after 10 minutes is equivalent to 1 period unexcused absence.
5. Students (including those 18 years and older) are **NOT** permitted to sign themselves out of school without parental or administrative permission that must be registered with the attendance secretary. Early release minutes and tardy minutes are also tabulated into absentee minutes and applies to the student attendance record.
6. Students cannot participate in extracurricular activities if they do not attend a minimum of 4 periods in the school day that the extracurricular activity occurs.

ATTENDANCE POLICY AND PROCEDURES

The purpose of this policy and its associated guidelines are 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 Child Succeeds Act of 2015 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 the Every Child Succeeds Act of 2015, 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 by enforcing attendance policies.

1. When students arrive in the morning, they are to go straight to their lockers, and then to their period one class for attendance and morning announcements.
2. The tardy bell rings at 7:30 a.m. Any student not present in period one at that time is either tardy or absent.
3. Late sign-in will be conducted at the front security/scan desk as students enter the building.
4. 7:25-7:30 will be considered homeroom, 7:31 will begin period one (students not in a seat at 7:31 will be marked late to school and late for period one).
5. Keystone Rewards are PM only, unless approved by administrator to use in AM.
6. Students who arrive to school late must sign in at the Security Office. Failure to do so will result in appropriate disciplinary action at the administrator's discretion.
7. Students who arrive late, but before 11:00 AM will be considered tardy. Students arriving between 11:00 AM and 12:00 PM will be marked half-day absent. Students arriving past 12:00 PM will be considered absent for the full day. Students must be present a minimum of 4 periods to be considered in attendance for the school day. (Times apply to a regular, full day and will be adjusted for modified days.)
8. No student is to leave the building at any time without authorization from building administration. Violators will be suspended.

9. The Attendance Office will attempt to call student's parents if the absence is questionable or call the doctor's office to verify medical excuses if necessary. Whenever possible, parents or a legal guardian (not students) should call in the morning when a student will be absent.
10. Every effort should be made to schedule medical or dental appointments during non-school hours. If appointments must be made during school hours, the student must present a signed parental note (with phone number of where parents can be reached) prior to being excused.
11. All classes that are missed due to an unexcused tardy or early release are considered unexcused until documentation is given to the attendance secretary. These unexcused class absences definitely count toward the maximum number of absences as applied to our attendance policy.
12. Students are responsible for all class work missed due to an appointment. If a student is on medical for more than three days, the student will be given extended time to complete assignments equal to the number of days medically excused. Teachers may excuse work for the time absent and should provide academic information that was addressed during the absence.
13. Any student arriving late or leaving early, who does not sign in or out, respectively, will result in appropriate disciplinary action at the administrators discretion.
14. If not present during the school day (minimum of 4 periods), you are prohibited from participating in any after school activities for that given day.

REASONS FOR ABSENCE OR TARDINESS

Ambridge Area High School believes that attendance and timeliness are valuable contributors to academic and future success for our students. Students are held to the standard to be in class on time every day unless they have a legal excuse or extenuating circumstance.

Students are able to accrue 10 excused tardiness and 10 early releases for the whole year. An excused tardy is defined as a lateness to school that is accompanied by a call from a parent, written excuse, or email that explains the legal reason that the student is late.

Students are only permitted to leave early (denoted as early release) with parent permission. For any number of tardiness or early excuses above 10, a medical excuse will need to be provided or a parent will need to meet with the attendance staff and administration to discuss a special circumstance that warrants the time missed from academics.

Legal reasons for absence include illness, a death in the family, medical treatment or the like. If a student is to be dismissed early from school, a note should be brought to the Attendance Office the morning of the appointment. All documented excuses, in order to be excused or legal, must be submitted to the Attendance Office within three (3) days of any absence.

ABSENCES:

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

Excused absences/tardy:

- Approved school events
- College Visitation/Junior-Senior Excusal for Interviews (Maximum of 3 days total)
- Court Appearance
- Death in the Immediate Family (parent, grandparent, siblings). (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 10 days with advanced principal approval. These will count toward parent excuses)
- Homebound Instruction (as determined by medical examination and principal approval)
- Illness/Health Care
- Impassable Roads
- Quarantine
- Religious holidays and Religious instruction

Unacceptable reasons for absence or being tardy:

- Non-approved sporting events
- Babysitting
- Gainful employment
- Hunting
- Hair appointment
- Having a vehicle fixed or inspected
- Missing the school bus
- Shopping
- Non-related school activities
- Non-approved trips
- Leaving school without permission
- Truancy
- Days identified as skip days
- Others as determined by the administration

*This list is not all-inclusive and does not preclude the classification of other absences as illegal or unexcused.

TARDY POLICY PENALTIES:**Unexcused absences/tardy -**

The following will be assigned for any unexcused tardy (student lateness that is not accompanied by an excuse):

- 1-5 Written warning of lateness
- 6-10 Administrative detention
- 10-15 2 administrative detentions
- 15+ ISS, OSS, loss of social privileges (including, but not limited to a student's inability to participate in: school dances such as homecoming, mistletoe, or prom, clubs and club meetings and trips, field trips, use of a parking pass, approved work permit, Keystone rewards, athletic activities, sports, and other privileges as determined by administration)

Each subsequent offense will result in further discipline, such as an assigned Saturday school detention, potential on going social probation, and other consequences as determined by administrative review.

Failure to serve detentions or consequences assigned for tardiness may result in additionally assigned consequences as determined by the Principal.

In addition to the abovementioned consequences, every accrued 360 minutes of absence due to tardiness or early release will be counted as one day or truancy, which can be combined with attendance to result in consequences at the magisterial level.

MAKE-UP WORK

Students or parents may request make-up work when a student will be absent for an extended period of time. Requests should be made through the Main Office. A reasonable time to complete work will be given to the student. A failing grade on each assignment will result for work not completed to the teacher's specification within that reasonable time period.

Students who are legally absent, who have been excused from class shall be given the opportunity to make up any and all tests.

Work may be excused for medical reasons with administrator approval.

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.

ACT 29 (TRUANCY)

Pennsylvania legislation, Act 29, raises to \$750 the fine for truancy placed on parents and requires them to pay court costs or be sentenced to complete a parenting education program. Both the truant child and parents must appear at a hearing by the district justice. If the parents show that they took reasonable steps to ensure the attendance of the child, they may or may not be convicted of a summary offense. If the parents are not convicted and the child continues to be truant, the child can be fined up to \$750 or be assigned to an adjudication alternative program. The law also grants school attendance officers and home and school visitors arrest powers.

Act 29 also removes from truant juveniles their driving privileges for 90 days for a first offense and six months for a second, while juveniles who are unlicensed are prohibited from applying for a learner's permit for 90 days (first offense) or six months (second offense) after their 16th birthday.

EMANCIPATION

Here is a link found about emancipation in PA:

<https://www.palawhelp.org/resource/emancipation-of-minors-1>

MCKINNEY-VENTO HOMELESS ASSISTANCE ACT

Life is uncertain, but your child's education doesn't have to be. Even if you lack 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: Jo Ann Hoover, Principal 724-266-2833 ext. 7202
Local Contact: Visit: <http://homeless.center-school.org/homelessdirectory>
State Coordinator (717)772-2066

ACT 30 (LEGAL NOTIFICATION)

Act 30, passed by the Pennsylvania legislature, requires the court judicial system, through the juvenile probation department, to provide to school administrators information concerning the adjudication of an enrolled child. Such reports include a description of delinquent acts committed by the student, disposition of the case, probation or treatment reports, prior delinquent history, the established supervision plan and any other information deemed necessary. The building principal is required to share the information with the child's teacher or teachers or the principal of another school to which the child may transfer.

BUS RULES & REGULATIONS

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 review the following school bus rules with your 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 a 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 and will result in disciplinary action when reported
6. Only ride on assigned busses and in some cases sit in assigned seats 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
8. Listen to and follow the directions of adults in the bus such as the bus driver, bus aide or building staff member
9. Video cameras are on buses as an added feature

Caution to students & parents:

Student 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 or permanent 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**

CAFETERIA REGULATIONS

- Students are not permitted to leave the building for lunch
- Food and drinks **are not to be taken out of the cafeteria**
- No yelling, profanity or horseplay

- Students are not permitted to cut into the serving lines
- Trash is to be deposited in the proper receptacles.
- Trays, silverware, and dishes are to be returned to the proper collection area
- Each student is responsible for the cleanliness of the area where he/she ate
- Chairs should be placed back in the proper position before exiting
- Inappropriate behavior such as the throwing of objects and food fights will result in suspension and the student(s) may be arrested for disorderly conduct
- After eating, students must remain in the cafeteria area
- Students are not permitted to gather at the exit doors
- Students are not permitted to loiter in the hallways or Lobby area

The Food Service Department of the Ambridge Area High School serves a variety of choices for both breakfast and lunch. Menus are published on a monthly basis. Prices for all items are set by the Board of Education and publicized.

Senior High School – breakfast/lunch programs: The entire district will offer a free breakfast and lunch to all students under the Community Eligibility Provision.

The Ambridge Area School District Food Service Department is operated in accordance with the U.S. Department of Agriculture's policy, which prohibits discrimination on the basis of race, color, national origin, sex, age, disability, or religion. 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). USDA is an equal opportunity provider and employer.

NO FOOD OR DRINKS OUTSIDE THE CAFETERIA

An administrative lunch list will be created for those students who do not have a lunch scheduled. This list will be posted in the cafeteria near the exits. You must verify your schedule with a principal to be on this list of students who are permitted to take your lunch to class. You will only be able to designate one (1) period in which your teacher permits you to eat lunch with them.

No students are permitted in the cafeteria at any time other than their scheduled lunch. Violators will be disciplined at the discretion of the building administration.

Consequences for having food or drink(s) outside of the cafeteria (only water in a clear, plastic bottle, secured, container to prevent spills and are subject to administrative approval is permitted):

- Detention or OSS at the discretion of building administration

COLLECTION OF FINANCIAL OBLIGATIONS

The High School believes that the school should help students learn to respect property and develop feelings of pride in community institutions. The school issues books needed for particular courses of study, a locker for books, extra articles of clothing (sports), a locker for physical education clothing, etc.

It is the student's duty to take care of all these loaned items. Any destruction, accidental or intentional, must be paid for. Students will pay for items that are damaged at the High School Office. The secretary will give the student a receipt. Failure to pay debts yearly can result in removal from participating in all school activities including Prom, Commencement and the Mistletoe. Additionally, a student may not be able to receive a work permit, or student parking permit.

FIRE, TORNADO & EVACUATION DRILLS

Fire drills occur once a month. If, during a class, students hear the fire alarm bell, they are to wait for the teacher's instructions regarding the fire exit door and the direction, and then proceed to the nearest exit and leave the building quickly and quietly. Fire exit signs are found above the doors or on the bulletin boards in each room. Students should remain with their class at all times. When the bells sound again, proceed back inside to class quietly and quickly.

In the event of an evacuation drill students may be removed from the school and taken to the field house, stadium, area churches or other facilities for their protection. Students are required to cooperate in this manner while attendance and student dismissal takes place.

OBJECTIONABLE MATERIAL APPEALS

In the event that objectionable material (i.e. animal dissection, literature with sexual innuendo, etc.) is presented in class, a non-objectionable option must be offered upon student request.

WORK PERMITS

Applications for work permits are available in the high school office during regular hours. Students must present proof of age in the form of a birth certificate or driver's license when applying. Receipt and maintenance of a work permit is contingent upon a review of the student's discipline record, attendance record, academic record and financial obligations. Please contact the Front High School Office for the application process and information at 724-266-2833, ext. 2335.

ON THE JOB TRAINING (OJT) / TRANSITION

1. All OJT students must leave the building at their scheduled release times and sign-out on the transition sheet in the main office.
2. If you get fired from work you risk the chance of failing the marketing program for the entire year.
3. Monthly work schedules must be completed each month.
4. OJT students must serve detention in the morning.
5. Employers must be notified that you are in OJT and the times that you are released from school to start work.
6. You must maintain a "C" average to remain in the program.
7. You must have a job at all times. If you are changing jobs, you have two weeks to obtain a new one.
8. If you are failing based on attendance, you will be removed from OJT and given a full day schedule.
9. Leaving early without permission or remaining in the building beyond your scheduled release time may result in being dropped from the program.
10. Students must have completed Marketing I and Marketing II to enroll in the OJT program. It is recommended to set up an appointment with the Transition Coordinator to discuss OJT planning.

PARKING PERMITS

Student parking is available by permit only. During the first two weeks of school, parking permit applications will be distributed to interested students. The cost of the student parking permit is \$25.00 (non-refundable) for the school year. In order to be eligible for a student parking permit, the student must remain in good academic and disciplinary standing. Students who become habitual disciplinary offenders or with just cause as determined by the Principal may have their parking permit revoked on a temporary or permanent basis. Any unpaid fines, truancy or tardiness issues will also impact your ability to obtain/maintain your parking permit. Students are not permitted to park in the main parking lot. Please call 724-266-2833, ext. 2296 for further information in regards to parking permits.

STUDENT SEARCHES

Searches of students and their personal belongings is occasionally necessary to ensure the safety of the student and others. Searches are governed by Board Policy 226. Students are required to submit to legal searches consistent with the policy. Failure to do so may result in discipline under the Code of Conduct and collaboration with law enforcement, if necessary.

NURSES OFFICE

- Passes to the health suite must be obtained from the student's subject teacher.
- Students are not permitted to report to the nurse's office between classes unless there is an absolute emergency.
- Any medication to be administered during the school day should be taken to the nurse's office upon arriving to school. *Medications must be in containers with patient's name or as dispensed by the pharmacy as indicated. If over the counter, a note from a parent/guardian must accompany the product and be in the OCT manufacturer's container.*
- Students are not to call home to be excused because of an illness. The nurse and the administration are the only individuals authorized to send sick students home.

MEDICATION POLICY

Ideally, all medication should be given at home. It is also recognized that at the present time many students are able to attend regular 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 regular school day must comply with school regulations. Please contact the school nurses office at the High School at 724-266-283, ext. 2443 for further additional questions. These regulations include the following:

I. PRESCRIBED MEDICATIONS

A. Individually prescribed medications will be administered by school nurses, under the following conditions:

1. Upon written request from the physician to the school nurse that medication be administered 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.
2. Parental or guardian written request that medication be administered as prescribed in the physician's statement.
3. All medication must be in protective containers that are properly labeled by the physician or pharmacy.

II. NON-PRESCRIPTIVE MEDICATIONS

A. Non-prescriptive drugs and medication may be administered by school nurses, principal or principal designee only after the following conditions are met:

1. Receipt of written request or authorization from the parent or guardian.
2. Included in the request must be the name of the student, name of the medication, dosage and frequency along with the reason for which it is to be administered.
3. All medication must be in a protective container that is properly labeled.

III. ALL MEDICATION

A. For any medication to be dispensed with the district the following must be met:

Any medication to be administered during the school day must be taken to the nurse's office (or main office) as soon as the student arrives at school. **Students are NOT permitted to carry pills or any other medication during school hours, with the exception of Inhalers for asthma and epi-pens, which may be carried by the student with written permission from parent/guardian.**

B. The nurse does **NOT** dispense any medications, including cough drops, unless the parent has sent in the medication following the above medication policy.

AMBRIDGE AREA SCHOOL DISTRICT **POLICY 249** **BULLYING/CYBERBULLYING POLICY**

The Board is committed to providing a safe, positive learning environment for district students. The Board recognizes that bullying creates an atmosphere of fear and intimidation, detracts from the safe environment necessary for student learning, and may lead to more serious violence. Therefore, the Board prohibits bullying by district students.

Bullying means an intentional electronic, written, verbal or physical act or series of acts directed at another student or students, which occurs in a school setting and/or outside a school setting, that is severe, persistent or pervasive and has the effect of doing any of the following:

1. Substantial interference with a student's education.
2. Creation of a threatening environment.
3. Substantial disruption of the orderly operation of the school.

Bullying, as defined in this policy, includes cyberbullying.

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.

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.

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.

The Superintendent or designee shall ensure that this policy and administrative regulations are reviewed annually with students.

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.

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.

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 on the district website, if available.

Education

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.

Consequences For Violations

A student who violates this policy shall be subject to appropriate disciplinary action consistent with the Code of Student Conduct, which may include:

- Counseling within the school
- Parental conference
- Loss of school privileges
- Transfer to another school building, classroom or school bus
- Exclusion from school-sponsored activities
- Detention
- Suspension
- Expulsion
- Counseling/Therapy outside of school
- Referral to law enforcement officials

RESPONSIBLE HOMES PROGRAM PARENTS' PLEDGE

As responsible parents (guardians) who are concerned about the health and safety of the youth in our community, we pledge the following:

- When a teen party is given in our home, no alcoholic beverages or drugs will be available or allowed to be brought into our home.
- A parent or guardian will be home and visible throughout the party.
- If a person does bring alcohol or drugs to the party, or appears to be under the influence of alcohol or drugs, an attempt will be made to detain that person until the parent or guardian of that person can be contacted to discuss this situation.
- We will welcome calls from other parents who are interested in the details of our teen's party: What will be served, who will be there, what time the party will be over, and whether or not we, the parents (guardians) will be in attendance.
- If my teen is going to a party, we will determine in advance the address and phone number of the party location and will not hesitate to phone the host's parents or guardians to discuss the details of the party.
- If we must be out-of-town overnight and our teen will be home, we will insist that our teen host no parties in our absence. To ensure that our wishes are obeyed, we will ask our neighbors and/or the police to check our home and to support our teen in turning away other teens that may be seeking to take advantage of our absence.
- We will discuss each of these guidelines with our teenage child.



Ambridge Area School District

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

June 10, 2025

Dear Parent(s)/Guardians(s):

Yours child attends **Ambridge Area High 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



TITLE IA COMPLAINT RESOLUTION PROCEDURES 2025-2026

Introduction

On December 10, 2015 a new Federal education law was signed by the President. This law, the Every Student Succeeds Act (ESSA), requires schools that receive federal Title IA funding adopt written procedures for resolving complaints filed.

Definition

A "complaint" is a written, signed statement filed by an individual or an organization. It must include:

- a) A statement that a school has violated a requirement of federal statute or regulation that applies to Title IA.
- b) The facts on which the statement is based.
- c) Information on any discussions, meetings or correspondence with a school regarding the complaint.

Complaint Resolution Procedures

- 1) **Referral** – Complaints against schools should be referred to the District's Federal/State Programs Office:

Dr. Meghan Watelet
Federal Programs Coordinator
724-266-2833 ext. 2269

- 2) **Notice to School** – The Federal/State Programs Office will notify the school Superintendent and Principal that a complaint has been received. A copy of the complaint will be given to the Superintendent and Principal with directions given for the Principal to respond.

- 3) **Investigation** – After receiving the Principal's response, the Federal/State Programs Office, along with the Superintendent, will determine whether further investigation is necessary. If necessary, the Federal/State Programs Director and the Superintendent may do an onsite investigation at the school.

- 4) **Opportunity to Present Evidence** – The Federal/State Programs Director may provide for the complainant and the Principal to present evidence.

5) **Report and Recommended Resolution** – Once the Federal - State Programs Director has completed the investigation and the taking of evidence, a report will be prepared with a recommendation for resolving the complaint. The report will give the name of the party bringing the complaint, the nature of the complaint, a summary of the investigation, the recommended resolution and the reasons for the recommendation. Copies of the report will be issued to all parties involved. The recommended resolution will become effective upon issuance of the report.

6) **Follow up** – The Federal/State Programs Director and the Superintendent will ensure that the resolution of the complaint is implemented.

7) **Time Limit** – The period between the Federal - State Programs Director receiving the complaint and resolution of the complaint shall not exceed sixty (60) calendar days.

8) **Right to Appeal** – Either party may appeal the final resolution to the Department of Education. Appeals should be addressed as follows:

**Ms. Susan McCrone, Chief
Division of Federal Programs
Pennsylvania Department of Education
333 Market Street, 7th Floor
Harrisburg, PA 17126-0333**

2025-2026

Ambridge Area School District

Title I Local Education Agency Parent and Family Engagement Policy

All Local Education Agencies (LEA) receiving Title I funds are required under Section 1116 of the Every Student Succeeds Act (ESSA) to develop a written Parent and Family Engagement Policy for the LEA. The ESSA states that the LEA Parent and Family Engagement Policy must be jointly developed with parents and family members, incorporated into the LEA plan (Consolidated Application), and distributed to parents of participating children in a format and language that parents can understand. Such programs, activities, and procedures shall be planned and implemented with meaningful consultation with parents and family members of participating children.

The policy states how the LEA involves parents and family members in the joint development of the Title I Plan (Title I Application) (ESSA, Section 1116(a)(2)(A)).

How does your LEA involve parents and family members in the development of the Consolidated Application?

Ambridge Area School District involves parents and family members in the development of our programming and grants through stakeholder meetings and committees. For example, our Parent Teacher Organizations at each school level and stakeholder meetings to gather feedback on the needs and priorities of the school district. We survey parents and community members to gather feedback on where federal funds should be allocated and the best way to utilize these funds to meet the needs of our student body. The school district makes sure that they communicate the purpose and goals of federal funding and share this information in multiple languages and accessible formats that will allow everyone to participate and feel included.

The policy states how the LEA involves parents and family members in the process of school review and improvement (ESSA, Section 1116(a)(2)(A)).

How does your LEA involve parents and family members in school review and improvement?

Ambridge Area School District utilizes surveys and focus groups to gather information and feedback on how we can best implement school improvement. Stakeholders also have multiple opportunities at each of the buildings to participate in activities such as Title I nights and Spooktacular to learn the school improvement review and process in a fun and educational way.

The policy states how the LEA provides technical assistance and support to schools in planning and implementing effective parent and family engagement activities to improve student academic achievement and school performance (ESSA, Section 1116(a)(2)(B)).

How does your LEA provide technical assistance to schools?

Ambridge Area School District utilizes professional development opportunities through staff meetings, data meetings, and professional development days to help staff learn best practices for communication and engagement with parents and family. Ambridge Area School District provides resources for parents to help them stay active in school wide activities and provide additional resources at home. For example, we offer reading resources, materials, and books at our fall family Title I nights to help support parents working with their children at home. Ambridge also provides activities at various times and locations throughout the year to help accommodate family schedules and transportation needs.

The policy states how the LEA will coordinate and integrate parent and family engagement strategies with other federal, State, and local laws and programs (ESSA, Section 1116(a)(2)(C)).

How does your LEA coordinate with other federal, State and local laws and programs?

Ambridge Area School District coordinates and partners with local groups and grants including but not limited to Center for Hope, Parents as Allies, and Kidsburgh organizations.

The policy states how the LEA conducts, with the meaningful involvement of parents and family members, an annual evaluation of the content and the effectiveness of the parent and family engagement policy in improving the academic quality of all schools, including identifying - barriers to greater participation by parents and family members, with particular attention to parents who are economically disadvantaged, are disabled, have limited English proficiency, have limited literacy, or are of any racial or ethnic minority background; - the needs of parents and family members to assist with the learning of their children, including engaging with school personnel and teachers; and strategies to support successful school and family interactions. (ESSA, Section 1116(a)(2)(D)(i-iii).

How does your LEA evaluate the effectiveness of the parent and family engagement policy?

Ambridge Area School District evaluates the effectiveness of our parent and family engagement policy every year through a comprehensive process that gathers input from everyone including diverse and underrepresented groups in our community. This is done through annual surveys that are translated into multiple languages and distributed in multiple ways including emails and “Bridger Blasts” to be accessible to all families. We have established parent advisory groups that help provide recommendations and feedback for engagement strategies. We also review the results of family and community participation rates when it comes to Title I events, school events, and parent-teacher conferences. This allows us to review and assess trends in our programming.

The policy states how the LEA will use the findings of the annual evaluation to design evidence-based strategies for more effective parent and family involvement, and revise, if necessary, the Parent and Family Engagement Policy (ESSA, Section 1116(a)(2)(E)).

Once the evaluation is complete, how will your LEA use the findings to design evidence-based strategies?

Ambridge Area School District will use the findings to design evidence-based strategies that are driven by data. Data that is used to design these strategies include survey results, focus groups, stakeholder recommendations, and participation data when looking at stakeholders including but not limited to parents, students, guardians, and staff members that attend community events.

The policy states how the LEA involves parents and family members in the activities of the school, which may include establishing a parent advisory board comprised of a sufficient number and representative group of parents or family members to adequately represent the needs to the population; revising; and reviewing the Parent and Family Engagement Policy (ESSA, Section 1116(a)(2)(F)).

Are there any additional ways the LEA involves parents and family members, like a Parent Advisory Council (PAC)?

The school district does have building-based parent teacher organizations.

Use of Funds Please note: this section only needs to be included in the policy of the LEA receives \$500,00 and more. For all other LEAs this section can be deleted.

For those LEAs that receive \$500,000 and more in Title I funds, please choose one of the following and describe how it is carried out at the LEA.

Collaborating, or providing schools with subgrants to collaborate, with community-based or other organizations to improve parent and family engagement.

Ambridge Area School District coordinates and partners with local groups and grants including but not limited to Center for Hope, Parents as Allies, and Kidsburgh organizations.

If the LEA reserves \$500,000 or more and are required to set aside 1%, funds shall be used to carry out activities and strategies consistent with the LEA's parent and family engagement policy, including not less than one of the following: Supporting schools and nonprofit organizations in providing professional development for LEA and school personnel regarding parent and family engagement strategies, which may be provided jointly to teachers, principals, other school leaders, specialized instructional support personnel, paraprofessionals, early childhood educators, and parents and family members (ESSA, Section 1116(3)(D)(i)). Supporting programs that reach parents and family members

at home, in the community, and at school. (ESSA, Section 1116(3)(D)(ii)). Disseminating information on best practices focused on parent and family engagement, especially best practices for increasing the engagement of economically disadvantaged parents and family members (ESSA, Section 1116(3)(D)(iii)). Collaborating, or providing subgrants to schools to enable such schools to collaborate with, community-based or other organizations or employers with a record of success in improving and increasing parent and family engagement (ESSA, Section 1116(3)(D)(iv)). Engaging in any other activities and strategies that the LEA determines are appropriate and consistent with the LEA's Parent and Family Engagement Policy (ESSA, Section 1116(3)(D)(v)).



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2025-2026 PARENT AND FAMILY ENGAGEMENT POLICY

- A. The Ambridge Area School District 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 though 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.
- B. The Ambridge Area School District will convene an annual meeting to inform parents about the Schoolwide Title I Program, program requirements, parental engagement rights, and how to be involved in Title I Program Activities. These annual activities have included Spooktacular, Title I Nights, Pizza Parties and Freshmen Orientation. Parent and Family engagement activities are subject to change based on location, time, and funding.
- C. Parent-teacher conferences are available at the District's Elementary Schools. Flexible hours are available for parent convenience. 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.
- D. 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.
- E. The Ambridge Area School District will provide parents with information about its Schoolwide 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 upon request.
- F. The Ambridge Area School District 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. Also, assessments used to monitor student progress and proficiency levels students are expected to meet are explained.
- G. If requested by parents, the Ambridge Area School District will provide opportunities for regularly scheduled meetings 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.
- H. The Ambridge Area School District will distribute written report cards in 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 Child Study Team for developing individualized intervention strategies.

- I. The Ambridge Area School District Parent Family Engagement Policy was discussed and developed with parents in accordance with ESSA regulations. This plan promotes the idea that the entire school community is responsible for improved student growth and academic achievement.
- J. The Ambridge Area School District will collaborate, or provide sub grants to enable schools within the district to collaborate with community-based or other organizations or employers with a record of success in improving and increasing parent and family engagement. These organizations include but are not limited to Center for Hope, Parents as Allies, and Kidsburgh organizations.

AMBRIDGE AREA SCHOOL DISTRICT

Responsible Use Policy



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 this educational opportunity comes responsibility. All users of AASD devices and networks are expected to abide by this agreement. This 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

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, to obtain obscene or pornographic material, or material harmful to minors.
- 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 without 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 should be respected at all times. These rules may include, but are not limited to:

- All users will be respectful in their postings 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 inappropriately.

DISTRICT ISSUED STUDENT DEVICES

- District iPads will be provided to students for grades 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:
 - 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.
 - Mobile device management software and profiles may not be removed from the device. ○ "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.
 - It is expected that students will have their laptop or iPad available each day for class, and that it is charged at home daily.
 - 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.
 - 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.
 - 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.
 - 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.
 - District issued device repair and replacement costs are covered under the *Student Device User Agreement*.
 - 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.
 - *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.
 - 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.
 - 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.
 - 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.
 - 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 or on District devices 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.

For the protection of students, filtering of content, monitoring of the network, and protection of information will be conducted in accordance with Act 197 (Pennsylvania House Bill 2262), The Children's Internet Protection Act. Despite every effort for supervision and filtering, all users and their parents/guardians are advised that access to the Internet may include the potential for access to inappropriate materials for school-aged students. Every user must take responsibility for his or her use of the network and avoid these sites.

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.

RESPONSIBLE USE POLICY SIGN-OFF SHEET (2025-2026)

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:

AASD reserves the right to publish student photographs and/or work to the District website. AASD may display and share electronically via the internet and/or in other displays, photographs and/or video footage of my child taken in conjunction with school activities. If you DO NOT want your child to be published, you must submit a request in writing to your building principal.

STUDENT / PARENT HANDBOOK SIGN-OFF SHEET 2025-2026

I am aware of all conditions related to the following policies: DRUG AND ALCOHOL POLICY, WEAPONS POLICY, AT RISK STUDENT POLICY, COMPUTER USAGE, AND ALL OTHER POLICIES AND PROCEDURES CONTAINED WITHIN THE STUDENT HANDBOOK.

Student Name (print): _____ Grade: _____
Student Signature: _____ Date: _____
Parent Signature: _____ Date: _____

UPDATED STUDENT DIRECTORY INFORMATION

(Please update all recent changes or new information)

Locker #: _____
Parent/Guardian: _____ (Mother)
_____ (Father)
_____ (Legal Guardian) **appropriate notarized document must be on file**
Home address: _____

Home Phone #: _____ Name: _____
Cell Phone #: _____ Name: _____
Cell Phone #: _____ Name: _____
Work Phone #: _____ Name: _____
Primary Email: _____ Name: _____

EMERGENCY CONTACTS (adult other than parent/guardian)

Name: _____ Name: _____
Relationship: _____ Relationship: _____
Phone #: _____ Phone #: _____

Only a parent/guardian can pick-up a student in all situations unless another adult is listed under "Emergency Contacts".

AMBRIDGE AREA SCHOOL DISTRICT

Request for Medication Administration at 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	<p>Please check the following option when a parent/guardian designee (non- staff) is unable to attend a field trip:</p> <p>_____ Yes, the prescribed dose can be withheld on the day of the trip.</p> <p>_____ Yes, the time can be adjusted with the parent to be administered upon return to school.</p> <p>_____ No, this medication must be given to the child at the prescribed time.</p> <p>Explanation _____</p>	
Competency for Self Administration	<p>I, _____, certify that this student has a potentially life threatening condition and requires an inhaler, auto injecting epinephrine or insulin. The 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, auto injecting epinephrine or insulin.</p>	
Signature of Licensed Prescriber	<p>Name _____ Phone _____</p> <p style="text-align: center;">(Not valid without licensed prescriber signature)</p>	
<p>To be completed by the Parent/Guardian:</p> <p>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 the 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.</p> <p>Parent/Guardian Signature: _____ (not valid without signature)</p>		
<p>If there is a two hour delay of opening school: _____ Yes administer my child's medication as prescribed.</p> <p> _____ No, I will contact you if the time is to be adjusted.</p>		

Ambridge Area High School

STUDENT ADDRESS CHANGE FORM

2025-26

Date: _____

Student Name/Grade:	
Parent Name:	
Old Address:	
New Address:	
Email Address:	
Phone Changes:	
<u>Proof of Residency:</u> (
(utility bill, rental/lease or deed/mortgage agreement, driver's license)	
Proof of Residency accepted	<input type="checkbox"/> Yes <input type="checkbox"/> No
Bus info given	<input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> N/A



Ambridge Area School District

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Superintendent of Schools

Amy Filipowski, D.Ed.

Assistant Superintendent

Michelle Amadio

Business Manager / Director of Operations

INFORMATION SHARING OPT-OUT FORM

The District receives requests from military recruiters and higher education institutions for directory level student information from time to time. This information is provided to these specific requestors unless a parent/student opts out. This is consistent with federal laws and Board Policy 250. The opt-out process is described below. If you do not wish to opt-out you do not need to do anything further.

Information provided absent a completed Opt-Out Form:

- Name, Address and telephone number to higher education institutions that request the information;
- Name, Address and telephone number to military recruiters that request this information.

If you are a parent of a child younger than 18, and you do not consent to releasing of this information, you must complete, sign and return this form to the High School Main Office by May 15th, 2024. If the form is not signed and returned, the information described above may be released upon request.

If you are a student who is 18 years of age or older, please determine whether to consent to release the information. Students 18 and older who do not want to release their information must complete, sign and submit this form to the High School Main Office by May 15, 2024. If the form is not signed and returned, your information will be released upon request.

Student Name _____
Name _____

School _____

If student younger than 18: ____ I am the parent of the student listed above.

Please check if you do **NOT** want your student's information shared with the following:

____ Military Recruiters ____ Institutions of Higher Education ____ Both

Parent Name _____

Parent Signature _____

Date _____

If a student is 18 or older: ____ I am the student listed above.

Please check if you do **NOT** want your information shared with the following:

____ Military Recruiters ____ Institutions of Higher Education ____ Both

Student Name _____

Student

Signature _____ 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-notices>.

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(c), (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 I.E.A 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 investigative and compliance efforts.	Notice of Non-Discrimination Example Grievance Procedure from Redmond School District
Asbestos Hazard Emergency Response Act (AHERA), 15 U.S.C. §§ 2641-2656, generally;	Asbestos management plans, 40 C.F.R. § 763.93;	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	EPA Model AHERA Asbestos Management Plan for Local Education Agencies AHERA Asbestos Management Plan Self-Audit Checklist
Asbestos Management Plans, 15 U.S.C. § 2643(i)(1), (i)(5)	Training, 40 C.F.R. § 763.92		Asbestos Training Resources and Requirements

Americans with Disabilities Act (ADA), 42 U.S.C. §§ 12101-12213, generally	Designation of coordinator, grievance procedures, 28 C.F.R. § 35.107	<p>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.</p> <p>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.</p>	<p>Notice of Non-Discrimination</p> <p>Example Grievance Procedure from Redmond School District</p>
Children's Internet Protection Act (CIPA), 47 U.S.C. § 254(h)(5)(B)-(C), 254(l)	<p>Internet safety policy, 47 C.F.R. § 54.520(c)(1)(i);</p> <p>elaborated by Federal Communications Commission Order and Report 11-125 at 15-16</p>	<p>*There has not been any additional ADA policy requirements issued in light of the pandemic, however the EEOC has issued the following guidance: What You Should Know About COVID-19 and the ADA, the Rehabilitation Act, and Other EEO Laws.</p> <p>Any district or school using E-Rate discounts must have an Internet safety policy that includes a technology protection measure. The Internet safety policy must address all of the following: (A) access by minors to inappropriate matter on the Internet; (B) the safety and security of minors when using email, chat rooms, and other</p>	<p>Children's Internet Protection Act Consumer Guide (download link)</p> <p>Sample Internet Safety Policy</p>

Comparability of Services (as reauthorized by ESSA), 20 U.S.C. § 6321(c), fiscal requirements

Copyright Act, 17 U.S.C. §§ 106, 107, 110

forms of direct electronic communications; (C) unauthorized access, including so-called "hacking," and other unlawful online activities by minors; (D) unauthorized disclosure, use, and dissemination of personal information regarding minors; and (E) measures designed to restrict minors' access to materials harmful to them. The Internet safety policy must also include a means of monitoring the online activities of minors and provide for educating minors about appropriate online behavior.

A school district must file with the State a written assurance that it has established and implemented: (1) a school district-wide salary schedule; (2) a policy to ensure equivalence among schools in teachers, administrators, and other staff; and (3) a policy to ensure equivalence among schools in the provision of curriculum materials and instructional supplies. A school district must maintain records that are updated biennially that document compliance with this requirement.

The fair use doctrine and the face-to-face teaching exemption allow educators to use copyrighted materials in narrowly defined teaching situations. School districts are expected to establish appropriate control procedures to maintain the integrity of the Guidelines for Off-Air Recording of Broadcast Programming for Educational Purposes. There are several other guidelines in the report including Agreement on Guidelines for Classroom Copying in Not-For-Profit Educational Institutions with

Non-Regulatory Guidance - Title I Fiscal Issues: Maintenance of Effort; Comparability; Supplement; Not Supplant; Carryover; Consolidating Funds in Schoolwide Programs; Grantback Requirements (Rev. Feb. 2008)

Reproduction of Copyrighted Works by Educators and Librarians

Drug-Free Workplace Act requirements for federal grant recipients, 41 U.S.C. § 8103

Drug-free workplace statement, 34 C.F.R. §§ 84.205 - 84.215

respect to books and periodicals and Guidelines for Educational Uses of music.

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.

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.

Districts that are able must offer a transfer option and a statewide policy allowing students who attend a persistently dangerous public

DHHS Drug-Free Workplace Toolkit

ESSA, 20 U.S.C. § 7926(a) Prohibition on aiding and abetting sexual abuse

ESSA Dear Colleague Letter on ESEA Section 8546 Requirements

ESSA, 20 U.S.C. § 7912(a) Unsafe School Choice Option

Unsafe School Choice Option, Non-Regulatory Guidance

		school or become victims of a violent criminal offense while in or on school grounds to attend a safe school within the district.	
Fair Labor Standards Act (FLSA), 29 U.S.C. §§ 201-219	Minimum Wage Employer notice, 29 C.F.R. §§ 516.4 (employees subject to minimum wage), 525.14 (special minimum wage certificates)	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 Hour Division of the U.S. Department of Labor.	Minimum Wage FLSA Poster (in English) Minimum Wage FLSA Poster (available in other languages)
Family and Medical Leave Act of 1993 (FMLA), 29 U.S.C. § 2619	Employer notice requirements, 29 C.F.R. § 825.300	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), 42 U.S.C. §§ 1320d-1, 1320d-2(d);	Policies, procedures, and documentation requirements, 45 C.F.R. §§ 164.306, -.308, -.310, -.312, -.314(b), -.316(a)	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
Health Information Technology for Economic and Clinical Health Act (HITECH), 42 U.S.C. § 17931			
Healthy, Hunger-Free Kids Act of 2010, reauthorizing the School Lunch Programs section of	Local School Wellness Policy, 7 C.F.R. § 210.31, e-CFR, 7 C.F.R. §	A district participating in a federal Child Nutrition Program, including the National School Lunch Program or the School Breakfast Program, must establish a local	USDA Implementation Tools and Resources

the Child Nutrition Act, <u>42 U.S.C. §§ 1751-1769j</u> ;	<u>210.31</u> (alternative link);	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 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>Five-Year Technical Assistance and Guidance Plan</u>
Local School Wellness Policy, <u>42 U.S.C. § 1758b</u>	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		<u>CDC Local School Wellness Policy Requirements and Resources</u>
Healthy, Hunger-Free Kids Act of 2010, Professional Standards for State and Local School Nutrition Program	School Nutrition Program Professional Standards, <u>7 C.F.R. § 210.30</u> ;	<p>*The Food and Nutrition Service established a <u>nationwide waiver to support schools unable to complete a triennial assessment of the local school wellness policies due to school closures.</u></p> <p>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.</p>	<u>Professional Standards Final Rule Summary</u> <u>Sample Job Description Template for District</u>

<p>(g)(1)(J)(i) & (iii). - (g)(7)(A)-(B)</p>		<p>or segregated based on their status as homeless.</p>	<p>2016 Guidance on the McKinney-Vento Education for Homeless Children and Youths Program</p>
<p>Migratory Education Program (MEP) (as amended by ESSA), 20 U.S.C. §§ 6391-99</p>	<p>Responsibilities and Program Requirements, 34 C.F.R. §§ 200.81-86</p> <p>Federal Register, 67 F.R. 71736</p>	<p>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.</p>	<p>Fact Sheet</p> <p>National Certificate of Eligibility Instructions</p> <p>MEP Policy Q&A Resources</p>
<p>Moving Ahead for Progress in the 21st Century (MAP-21) Act, 49 U.S.C. § 5331(b)</p>	<p>Employer policy on misuse of alcohol and use of controlled substances, 49 C.F.R. § 382.601</p>	<p>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 required for districts that provide transportation.</p>	<p>What Employers Need to Know About DOT Drug and Alcohol Testing (Guidance and Best Practices)</p>
<p>Family and Community Engagement (as amended by ESSA), 20 U.S.C. § 6318</p>		<p>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</p>	<p>Policy Statement (Not Sample Policy)</p> <p>Parent Involvement Title I, Part A, Non-Regulatory Guidance</p>

Perkins V (as reauthorized by ESSA), 20 U.S.C. §§ 2341-44, Career and Technical Education (CTE) Program

Protection of Pupil Rights Amendment (PPRA), 20 U.S.C. § 1232h(c)

Parental access to instructional material, 34 C.F.R. § 98.3

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.

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.

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), certain physical exams, and activities involving collection, disclosure or use of personal information collected from students for marketing or to sell or

[Plan Guide](#)

[Plan Submittal](#)

[Model Notification of Rights Under the PPRA](#)

		<p>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.</p>	
Public Health Service Act, 42 U.S.C. § 300gg-19	<p>29 C.F.R. § 2590.715-2719;</p> <p>45 C.F.R. § 147.136</p>	<p>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.</p>	<p>Revised versions of the notices are available at the U.S. Dept. of Labor Employee Benefits Security Administration page under Guidance</p>
Section 504 of the Rehabilitation Act, 29 U.S.C. § 794, (general non-discrimination provision)	<p>Grievance procedures, 34 C.F.R. §§ 104.7, 104.8</p>	<p>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.</p>	<p>Notice of Non-Discrimination</p>
Title IX of the Education Amendments of 1972, 20 U.S.C. §§ 1681-1688	<p>Grievance procedures, 34 C.F.R. § 106.8 (ED funds), 45 C.F.R. § 86.8 (HHS funds)</p>	<p>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");</p>	<p>Notice of Non-Discrimination</p>

21st Century
Grant
Application (as
amended by
ESSA), 20
U.S.C. § 7173,
20 U.S.C.
§§7111-22

adopt a grievance process that complies with §106.45 for formal complaints as defined in §106.30; and provide notice of the district's grievance 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.

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.

Parent and Educator Resources

School Climate Surveys

Current Guidance from DOE