SFHS

Student & Family Handbook 26/27

South Fayette High School
3640 Old Oakdale Road, McDonald, Pennsylvania 15057
Phone: 412-221-4542/Fax: 724-693-9843

Mr. Thomas J. Salopek, Principal
Mrs. Tonya O'Brien, Assistant Principal

A Message from Your South Fayette High School Administration

Dear Students and Families,

Welcome to a new school year at South Fayette High School!

Whether you are joining us for the first time or returning for another year as a Lion, we are excited to have you as part of our school community. High school is more than a place of learning. It is a place where students discover their strengths, build meaningful relationships, explore their passions, and prepare for the future. We are honored to be part of that journey with you.

At South Fayette, we believe every student deserves to feel seen, valued, supported, and connected. We know that students learn best when they feel a sense of connection and belonging, and we are committed to creating a school experience where every student feels welcomed, valued, and empowered to succeed. We are dedicated to fostering an inclusive school environment where all students can learn, grow, and thrive. The intentional cultivation of belonging matters because every student deserves to know they have a place here.

As a school community, we strive to remain Future-Focused, Student-Centered, and Innovation-Driven. These values guide our decisions, shape our learning experiences, and challenge us to continuously grow together. Through collaboration, perseverance, and mutual respect, we will work to ensure that every student has opportunities to succeed both inside and outside the classroom.

This Student and Family Guide serves as a helpful resource throughout the school year. Within its pages, you will find important information about our programs, expectations, procedures, and opportunities. We encourage students and families to use this guide as a reference throughout the year as we work together to support student success and create a positive high school experience.

With opportunity comes responsibility. We encourage our students to take ownership of their choices, learn from challenges, celebrate successes, and contribute positively to our school community. Our faculty and staff are here to support, encourage, and guide students every step of the way.

On behalf of the entire South Fayette High School faculty and staff, we are excited for the year ahead and look forward to partnering with you to make it safe, meaningful, memorable, and rewarding.

Together in Lion Pride,

Mr. Thomas J. Salopek
Principal

Mrs. Tonya M. O'Brien
Assistant Principal

BOARD OF SCHOOL DIRECTORS

The South Fayette Township School District Board of School Directors is responsible for establishing policies, setting the vision for the District, and supporting the educational success of all students. Current Board members, meeting schedules, agendas, minutes, policies, and contact information are available on the District website. Students and families are encouraged to visit the District website for the most up-to-date Board information.

HIGH SCHOOL FACULTY AND STAFF

NAME AND PHONE EXTENSION	ROLE
Mr. Thomas J. Salopek (265)	High School Principal
Mrs. Tonya O'Brien (253)	High School Assistant Principal
	High School Assistant Principal

Mrs. Kathy Demnyan (240)	Assistant for Athletics and Student Activities
Mrs. Jodi Holley (221)	Assistant to the Principal
Mrs. Kelly DiSciullo (241)	Assistant to the Assistant Principal
Mr. James Lacitignola (222)	Assistant for Attendance
Mrs. Trina Howells (223)	Nurse
Mr. Mike Ziemianski (732)	School Police Chief
Ms. Marissa Tatano (341)	High School Technology Assistant
Mrs. Lynette Lortz	Coordinator of Instructional Technology

Mrs, Kristen Hansen	Dean of Students
Mrs. Jessica Shirey	Dean of Students
Mr. David Houseman (252)	School Counselor (A thru G)
Ms. Anjelica Lutzo (317)	School Counselor (H thru O)
Mrs. Julia Martin (251)	School Counselor (P thru Z)
Mrs. Emily Sharro (254)	College and Career Counselor
Mr. Tanner Jones (425)	Social Worker
Mrs. Dana Bloom (250)	Assistant for Counseling Office

HIGH SCHOOL FACULTY AND STAFF

NAME	DEPARTMENT
Ms. Asci	*Chill Room*
Mrs. Barth	*Business Technology*
Mrs Wolos	*Mathematics*
Mrs. Carranza	*Instrumental Music*
Ms. Cerchiaro	*Social Studies*
Mrs. Chaves	*World Language - Spanish*
Mrs. Clonan	*World Language - Spanish/Department Chair*
Mrs. Contis	*Art*
Mrs. Crapis-Breth	*Science*
Mrs. DeFelice	*Art*
Mr. Del Re	*Social Studies*
Mrs. Dennison	*Early Childhood Development*
Mrs. Podgorski	*Physical Education*
Mrs. Dorsey	*Mathematics*
Mrs. Ebersole	*Mathematics*
Mr. Eldridge	*Physical Education and Health/Department Chair*
Mrs. Elek	*Vocal Music/Department Chair*
Mrs. Endy	*World Language – French*
Ms. Everhart	*Science*
Mr. Flannery	*Business Technology/Department Chair*
Mr. Franjoine	*Mathematics*
Mr. Fraser	*English*
Mr. Gregg	*Social Studies*
Mrs. Habib	*Science*
Mrs. Hackworth	*Social Studies*
Ms. Hall	*Orchestra*
Ms. Hallett	*Special Education*
Ms. Hansen	*Special Education*
Mr. Hausman	*English*
Mrs. Highberger	*English*
Mr. Hobbs	*Mathematics*
Mrs. Hodak	*Special Education*
Mr. Houseman	*School Counselor (A thru G)*
Mrs. Howells	*Nurse*
_____/Mrs. Teagarden	*Science*
Mr. Jones	*School Counselor/Social Worker*
Mrs. Josey/Mr. McChesney	*Business Technology*
Mr. Joyce	*Social Studies*
Mrs. Karger	*English*
Mrs. Kay	*Physical Education*
Mr. Reasey	*Computer Science*
Ms. Losco	*Special Education*
Ms. Lutzo	*School Counselor (H thru O)*
Mr. Mannarino	*Technology Education*
Mrs. Marchinsky	*English*
Mr. Marinzel	*Business Technology*
Mrs. Martin	*School Counselor (P thru Z)*

NAME	DEPARTMENT
Mrs. Matz	*English*
Mr. McArdle	*Social Studies*
Mrs. McCullough	*Computer Science*
Mr. McGowan	*Science*
Mrs. Merchant	*English*
Mr. Mikan	*Social Studies*
Dr. Mital	*Science*
Mrs. Okel	*Science/Department Chair*
Mrs. Palmer	*Mathematics*
Mrs. Pappas	*Special Education*
Mrs. Popeck	*Science*
Mrs. Quirk	*Enrichment Coordinator*
Mrs. Rabi	*English and Theatre Arts*
Mr. Reasey	*Mathematics*
Mrs. Rekasie	*Librarian*
Mrs. Rogowicz	*Special Education*
Mr. Rossi	*Health/Physical Education*
Mrs. Roth	*Mathematics*
Mrs. Rudy	*Special Education*
Mr. Salvucci	*Social Studies*
Mrs. Schreffler	*Special Education*
Mrs. Scott	*English*
Mr. Sekelik	*Social Studies*
Mr. Seybert	*Science*
Mrs. Sharro	*College and Career Counselor*
Ms. Shirey	*Science*
Mrs. Shrewsbury	*English*
Mr. Silhanek	*Social Studies/Department Chair*
Mr. G. Smith	*English/Department Chair*
Mr. T. Smith	*Social Studies*
Mrs. Smyczek	*Special Education/Department Chair*
Ms. Sarah Losco	*Special Education/ESL*
Mr. Stewart	*Mathematics*
Mrs. Surloff	*World Language – Spanish*
Mrs. Ullom	*Mathematics*
Mr. Warner	*Business Technology*
Mrs. Wiernik	*World Language - German*
Mr. Wigton	*Mathematics*
Mr. Winans	*Science*
Dr. Yeager	*Business Technology*
Dr. Yerace	*Social Studies*

SOUTH FAYETTE LEADERSHIP TEAM

NAME AND PHONE EXTENSION	ROLE
Dr. Michelle Miller (413)	Superintendent
Dr. Kristin Deichler (236)	Assistant Superintendent
Mrs. Cristine Wagner-Deitch (430)	Curriculum Director
Mr. Ryan Neely (421)	Director of Finance
Mr. T.J. Salopek (265)	High School Principal
Mrs. Tonya O'Brien (253)	Assistant High School Principal
Dr. Erin Crimone (427)	Middle School Principal
Dr. Kevin Maurer (224)	Associate Middle School Principal, Safety and Security Co-Coordinator
Ms. Justin Liberatore (336)	Intermediate School Principal (3-5)
Mrs. Abby Mehta (328)	Assistant Intermediate School Principal (3-5)
Mr. Tyler Geist (337)	Elementary School Principal (K-2), Safety and Security Co-Coordinator
Mrs. Pharlan Ives (346)	Assistant Elementary School Principal (K-2)
Dr. Kellee Oliver (429)	Director of Student Support Services
Dr. Conchetta Bell (404)	School Psychologist/Assistant Director of Student Support Services
Mr. Hunter Barnhart (679)	Assistant Director of Student Support Services K-8
Mrs. Katelyn Romain (218)	Assistant Director of Student Support Services 9-12/School Psychologist
Ms. Brittany Underwood (470)	School Psychologist/Behavior Specialist
Mrs. Amy Brooks (428)	Administrative Assistant to the Director of Student Support Services
Ms. Natalie Macek (403)	Administrative Assistant/ACCESS Coordinator
Mr. Mark Keener (225)	Director of Athletics
Dr. Matthew Callison (424)	Director of Innovation and Strategic Partnerships
Dr. Charles Herring (572)	Director of Student and Community Engagement
Mrs. Jennifer Donovan (358)	Director of Communications
Mr. Rob Warfield (245)	Director of Technology
Ms. Lynette Lortz(662)	Coordinator of Instructional Technology
Mr. Nick Snyder (725)	Help Desk Manager
Mr. Brandon Soubie (452)	Director of Transportation
Ms. Tanya Amon (417)	Assistant Director of Transportation and Facilities
Ms. Nicolle Pliel (279)	Director of Food Service
Mr. Steve Timmins (129)	Director of Facilities
Mr. Athanasios Tsourekis (217)	Maintenance Manager
Mr. Josh Wasserman (238)	Custodial Manager

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STUDENT RIGHTS AND RESPONSIBILITIES

The South Fayette Township School District Board of Education will abide by the Regulations and Responsibilities as adopted by the State Board of Education.

I. Free Education and Attendance

A. All persons residing in this Commonwealth between the ages of 6 and 18 years are entitled to a free and full education in the Commonwealth's public schools.

B. Parents or guardians of all children between the ages of 6 and 18 are required by the compulsory attendance law to ensure that their children attend an approved educational institution, unless legally excused. Students who have not graduated may not be asked to leave school merely because they have reached 18 years of age if they are fulfilling their responsibilities as students. A student may not be excluded from the public schools or from extracurricular activities because:

1. The student is married.
2. The student is pregnant.
3. The student has a disability as identified by Chapter 15 (relating to protected handicapped students).
4. The student is an eligible student identified under Chapter 14 (relating to special education services and programs).

II. Student Responsibilities

A. Student responsibilities include regular school attendance, conscientious effort in classroom work and homework, and conformance to school rules and regulations. Most of all, students are responsible to share with the administration and faculty a responsibility to develop a climate within the school that is conducive to wholesome learning and living.

B. No student has the right to interfere with the education of his/her fellow students. It is the responsibility of each student to respect the rights of teachers, administrators, and all others who are involved in the educational process.

C. Students should express their ideas and opinions in a respectful manner.

D. It is the responsibility of the students to uphold the following expectations:

1. Be aware of all rules and regulations for student behavior and conduct themselves in accordance with them. Students should assume that, until a rule is waived, altered, or repealed in writing, it is in effect.
2. Volunteer information in matters relating to the health, safety, and welfare of the school community and the protection of school property.
3. Dress and groom to meet standards of safety and health, and not to cause disruption to the educational processes.
4. Assist the school staff in operating a safe school for all students enrolled therein.
5. Comply with Commonwealth and local laws.
6. Exercise proper care when using public facilities and equipment.
7. Attend school daily and be on time at all classes and other school functions.
8. Make up work when absent from school.
9. Pursue and attempt to complete satisfactorily the courses of study prescribed by local school authorities.
10. Report accurately in student media.
11. Not use obscene language in student media or on school premises.

III. School Rules

A. The governing board has the authority to make reasonable and necessary rules governing the conduct of students in school. The rulemaking power, however, is not unlimited; it must operate within statutory and constitutional restraints. A governing board has only those powers that are enumerated in the statutes of this Commonwealth or that may reasonably be implied or necessary for the orderly operation of the school.

B. Governing boards may not make rules that are arbitrary, capricious, discriminatory, or outside their grant of authority from the General Assembly. A rule is generally considered reasonable if it uses a rational means

of accomplishing some legitimate school purpose.

C. Each governing board shall adopt a code of student conduct that shall include policies governing student discipline and a listing of students' rights and responsibilities as outlined in this chapter. This code of conduct shall be published and distributed to students and parents or guardians. Copies of the code shall also be available in each school library.

IV. Discrimination

Consistent with the Pennsylvania Human Relations Act (43 P.S. 951-963), no student shall be denied access to a free and full public education, nor shall a student be subject to disciplinary action on account of race, sex, color, religion, sexual orientation, national origin, or disability.

V. Corporal Punishment

A. Corporal punishment is defined as physically punishing a student for an infraction of the discipline policy. Use of corporal punishment is prohibited.

B. Teachers and school authorities may use force under the following circumstances:
   1. To quell a disturbance.
   2. To obtain possession of weapons or other dangerous objects.
   3. For the purpose of self-defense.
   4. For the protection of persons or property.

VI. Exclusions from School

A. The governing board shall define and publish the types of offenses that would lead to exclusion from school. Exclusions affecting certain students with disabilities shall be governed by Section 14.143 (relating to disciplinary placements) and 34 CFR 300.519–300.529 (relating to discipline procedures).

B. Exclusion from school may take the form of suspension or expulsion.
   1. Suspension is exclusion from school for a period of from one (1) to ten (10) consecutive school days.
      a. Suspensions may be given by the principal or person in charge of the public school.
      b. A student may not be suspended until the student has been informed of the reasons for the suspension and given an opportunity to respond. Prior notice of the intended suspension need not be given when it is clear that the health, safety, or welfare of the school community is threatened.
      c. The parents or guardians and the superintendent of the district shall be notified immediately in writing when the student is suspended.
      d. When the suspension exceeds three (3) school days, the student and parent shall be given the opportunity for an informal hearing consistent with the requirements set forth in Section 8C (relating to informal hearings).
      e. Suspensions may not be made to run consecutively beyond the ten (10) school day period.
      f. Students shall have the responsibility to make up exams and work missed while being disciplined by suspension and shall be permitted to complete these assignments within guidelines established by the governing board.
   2. Expulsion is exclusion from school by the governing board for a period exceeding ten (10) school days and may be permanent expulsion from the school rolls. All expulsions require a prior formal hearing under Section 8 (relating to hearings).

C. During the period prior to the hearing and decision of the governing board in an expulsion case, the student shall be placed in his/her normal classes except as set forth in subsection (D).

D. If it is determined after an informal hearing that a student's presence in his/her normal class would constitute a threat to the health, safety, or welfare of others, and it is not possible to hold a formal hearing within the period of a suspension, the student may be excluded from school for more than ten (10) days. A student may not be excluded from school for longer than 15 school days without a formal hearing unless mutually agreed upon by both parties. Any student so excluded shall be provided with alternative education, which may include home study.

E. Students who are under 18 years of age are still subject to the compulsory school attendance law even though expelled, and they must be provided an education.
   1. The initial responsibility for providing the required education rests with the student's parents or

guardian, through placement in another school, tutorial or correspondence study, or another educational program approved by the district's superintendent.

2. Within 30 days of action by the governing board, the parents or guardians shall submit to the school district written evidence that the required education is being provided as described in paragraph (1) or that they are unable to do so. If the parents or guardians are unable to provide the required education, the school entity shall, within ten (10) days of receipt of the notification, make provision for the student's education. A student with a disability must be provided educational services as required by the Individuals with Disabilities Education Act (20 U.S.C. Sections 1400–1482).
3. If the approved educational program is not complied with, the school entity may take action in accordance with 42 Pa. C.S. Chapter 63 (relating to the Juvenile Act) to ensure that the child will receive a proper education. See Section 12.1(b) (relating to free education and attendance).

VII. Exclusion from Classes - In-School Suspension

A. No student may receive an in-school suspension unless the student has been informed of the reasons for the suspension and has been given an opportunity to respond before the suspension becomes effective.
B. Communication to the parents or guardian shall follow the suspension action taken by the school.
C. When the in-school suspension exceeds ten (10) consecutive school days, an informal hearing with the principal shall be offered to the student and the student's parent or guardian prior to the 11th school day in accordance with the procedures in 8C related to hearings.
D. The student's school entity has the responsibility to make provision for the student's education during the period of the in-school suspension.

VIII. Hearings

A. *General.* Education is a statutory right, and students shall be afforded due process if they are to be excluded from school. In a case involving a possible expulsion, the student is entitled to a formal hearing.
B. *Formal hearing.* A formal hearing is required in all expulsion actions. This hearing may be held before the governing board or a duly authorized committee of the board, or a qualified hearing examiner appointed by the board. When a committee of the board or a hearing examiner conducts the hearing, a majority vote of the entire governing board is required to expel a student.

The following due process requirements shall be observed with regard to the formal hearing:

1. Notification of the charges shall be sent to the student's parents or guardians by certified mail.
2. At least three (3) days' notice of the time and place of the hearing shall be given. A copy of the expulsion policy and a notice that legal counsel may represent the student and hearing procedures shall be included with the hearing notice. A student may request the rescheduling of the hearing when the student demonstrates good cause for an extension.
3. The hearing shall be held in private unless the student or parent requests a public hearing.
4. The student may be represented by counsel, at the parents or guardians' expense, and have his/her parent or guardian attend the hearing.
5. The student has the right to be presented with the names of witnesses against the student and copies of the statements and affidavits of those witnesses.
6. The student has the right to request that any such witnesses appear in person and answer questions or be cross-examined.
7. The student has the right to testify and present witnesses on his/her own behalf.
8. A written or audio record shall be kept of the hearing. The student is entitled, at the student's expense, to a copy. A copy shall be provided at no cost to a student who is indigent.
9. The proceeding must be held within 15 school days of the notification of charges, unless mutually agreed to by both parties. However, a hearing may be delayed for any of the following reasons, in which case the hearing shall be held as soon as reasonably possible:
    a. Laboratory reports are needed from law enforcement agencies.
    b. Evaluations or other court or administrative proceedings are pending due to a student invoking his/her rights under the Individuals with Disabilities Education Act (20 U.S.C. Sections 1400–1482).
    c. In cases in juvenile or criminal court involving sexual assault or serious bodily injury, delay is necessary due to the condition or best interests of the victim.
10. Notice of a right to appeal the results of the hearing shall be provided to the student with the expulsion decision.

C. *Informal hearings.* The purpose of the informal hearing is to enable the student to meet with the appropriate school official to explain the circumstances surrounding the event for which the student is being suspended or to show why the student should not be suspended.

1. The informal hearing is held to bring forth all relevant information regarding the event for which the student may be suspended and for students, their parents or guardians, and school officials to discuss ways by which future offenses might be avoided.
2. The following due process requirements are to be observed in regard to the informal hearing:

    a. Notification of the reasons for the suspension shall be given in writing to the parents or guardians and to the student.

    b. Sufficient notice of the time and place of the informal hearing shall be given.

    c. A student has the right to question any witnesses present at the hearing.

    d. A student has the right to speak and produce witnesses on his/her own behalf.

    e. The school entity shall offer to hold the informal hearing within the first five (5) days of the suspension.

ATTENDANCE & ABSENCES

Being present at school is one of the most important factors in student success. Regular attendance helps students stay connected to their learning, build relationships with teachers and peers, and fully participate in the South Fayette High School experience. While we understand that absences are sometimes unavoidable, we encourage students to make up missed learning and communicate with their teachers as soon as possible following an absence.

ARRIVAL/DEPARTURE GUIDELINES

Students who arrive late to school or leave early may be assigned a half-day or full-day absence based on the amount of instructional time missed.

For attendance purposes:

- Students who arrive after 9:50 a.m. will be marked absent for one-half (½) day.
- Students who arrive after 11:30 a.m. will be marked absent for a full day.
- Students who leave before 9:50 a.m. will be marked absent for a full day.
- Students who leave between 9:50 a.m. and 11:30 a.m. will be marked absent for one-half (½) day.
- Students arriving late to school must do so before 9:30 a.m. and meet the requirements for an excused tardy as outlined in the District Attendance Policy.

Half-day absences are indicated by the code **(H)** in PowerSchool.

ATTENDANCE & EXTRACURRICULAR PARTICIPATION

To participate in extracurricular activities, students must:

- Be present in school by 9:30 a.m. and must not be dismissed before 12:00pm.
- Follow all attendance procedures outlined in District Attendance Policy
- Students arriving after 9:30 a.m. must have an excused tardy. Students leaving before the end of the school day must have an approved excuse for early dismissal. Exceptions may be approved by the Principal and/or Athletic Director.

HOW TO REPORT AN ABSENCE

Regular attendance helps students stay connected to learning, build strong relationships, and make the most of their high school experience. While we understand that absences are sometimes unavoidable, timely communication helps us support students and maintain accurate attendance records. Families can view and monitor attendance information at any time through the PowerSchool Parent Portal.

If a student is absent, a parent or guardian must provide an excuse within five (5) school days of the absence. Excuses may be submitted through any of the following methods:

- Online through the Parent Square
- By email to hsattendance@southfayette.org
- In writing upon the student's return to school

Excuses should include:

- Student's first and last name
- Grade level
- Date(s) of absence
- Reason for absence
- Parent/guardian signature
- Medical provider signature (when applicable)
- Recommended return-to-school date from a medical provider (when applicable)

STAFF SUPPORT DURING AN ABSENCE

When students are absent from school, our teachers work to help them stay connected to their learning. To support a successful return to class, teachers will:

- Maintain accurate attendance records for all students.
- Communicate attendance concerns through established school procedures.
- Provide opportunities for students with excused absences, including approved school-sponsored activities, to make up missed assignments and assessments.
- Ensure students are able to complete missed work without academic penalty when completed within established timelines and guidelines.

Students are encouraged to communicate with their teachers following an absence and take an active role in completing missed learning opportunities.

FAMILY PARTNERSHIP

Families play an important role in supporting student attendance and academic success. Pennsylvania law requires students between the ages of 6 and 18 to attend school unless legally excused, and we value our partnership with families in helping students attend regularly and engage fully in their education. To support accurate attendance records and ensure appropriate follow-up when needed, families should provide a written excuse for any absence upon the student's return to school. If extenuating circumstances or ongoing attendance concerns arise, families are encouraged to communicate with the school as soon as possible so that we can work together to provide support and identify appropriate resources.

ATTENDANCE QUESTIONS?

The Student Center is available to assist with attendance questions, absence excuses, early dismissals, attendance appeals, and student pickup arrangements.
Email: hsattendance@southfayette.org
Phone: 412-221-4542, Ext. 222

ATTENDANCE APPEALS COMMITTEE

1. The Appeals Committee will consist of the senior high school principal or the principal's designee, the school nurse, and three (3) to five (5) additional members of the school staff.
2. Present at the Attendance Appeals Committee hearing could be the student, parent/guardian, members of the Appeals Committee, and any other person the principal believes necessary to ensure a fair hearing.
3. The Attendance Appeals Committee meeting for student hearings will take place during the last two (2) weeks of each semester.

REVIEW PROCEDURE

To initiate the review procedure, the student must:

1. Be currently earning a passing grade in the course on the twentieth day of absence.
2. Follow the procedures required to file an appeal.

PROCEDURES TO FILE AN APPEAL

The purpose of an appeal hearing before the Attendance Appeals Committee is to grant the student the opportunity to show cause why the student should receive academic credit for course(s) in which the student has not met the attendance requirements. If a hearing is granted by the Attendance Appeals Committee, parents will be notified of the hearing date and time and notified to attend. The burden of proof falls upon the student and the parents.

1. After the twentieth absence, the student will receive an "NC" grade. A certified letter will be mailed to the parents by the principal and will include a Student Request for an Attendance-Related Hearing form.
2. The student must complete the form for the Request for an Attendance-Related Hearing and submit it to the Student Center.

3. The attendance secretary will notify the student's teachers to forward an attendance report to the attendance secretary. This information will be reviewed by the Attendance Appeals Committee.
4. The Attendance Appeals Committee will meet and notify the student, parent, and teacher as to whether the hearing is granted or denied, and if granted, the date, time, and place for the hearing.
5. The Attendance Appeals Committee will formally notify the student, parent, and teacher of the action taken by the committee.

TYPES OF ABSENCES

It is important that all students attend school every day, as consistent attendance helps students to excel academically. We will make every effort to assist your child in the attainment of a quality education, but attendance is the responsibility of the parent or guardian. The parent/guardian should contact the school if extenuating circumstances regarding a child's absence exist. Families are able to view and track their child's attendance records within the PowerSchool parent portal. Parents/guardians will receive a phone call via our automated notification system in regard to their child's absence from school. Please note that all students who are absent will receive an automated call even if the parent notifies the school.

EDUCATIONAL TOURS & TRIPS

EDT: Upon receipt of an approved "Educational Trip/Tour Request" form from the parent/guardian of the student involved, a student may be excused from school attendance to participate in an educational tour or trip during the school term at the expense of the parent/guardian. When such a tour or trip is so determined by the District Superintendent or his/her designee to serve an educational purpose and student participants therein are subject to direction and supervision by an adult acceptable to the District Superintendent/designee and to the parents of the student concerned, the trip will be subject to the following conditions:

1. Educational tours or trips will be considered for approval if the District Superintendent or designee determines that such a tour or trip will be of educational significance to the student. In order for the District Superintendent or designee to make such a determination, the parent shall provide a written request for excusal, which shall indicate the days to be missed, the destination of the tour or trip, and the reason why the tour or trip could not be taken on days when school is not in session. THE TOUR/TRIP MAY NOT EXCEED TEN (10) SCHOOL DAYS. **Any days beyond the 10-day limit may be marked as an unexcused absence. PLEASE NOTE: Educational Trips and Parent Excused Days fall into the same attendance category with a combined total of 10 days before turning into Unexcused Absences.** If any educational trips are denied or scheduled during non-permissible days, absences will be attributed to Parent Excused (PAR) if available or Unexcused (UNX).
2. Unless some emergency arises, such requests shall be made at least two (2) weeks prior to the date of the tour or trip.
3. The district makes every attempt to provide families with the school calendar at least a year in advance. As a result, we request that families do not take educational trips/tours within the last two weeks of the school year. Such a tour or trip request will not be approved.
4. Educational Trips and Tours are not permitted within the first two weeks or the last two weeks of school. International trips exceeding 10 days require District approval and adherence to District procedures. Please see the District website for more information. Alternate consideration may be given for international travel with District approval.
5. For educational tours or trips taken prior to the last two weeks of the school year but within the last quarter, only the permissible days (up to ten) will be approved, and students must return to school prior to the end of the quarter. If this does not occur, the attendance procedures will be strictly followed, which may include, but is not limited to, a student's withdrawal from the district and/or a citation filed with the magistrate.
6. Tours or trips shall not be approved during testing windows, including AP exams and state standardized tests.
    a. High school students who are absent (excused) during final exams will have the opportunity to take their finals upon their return.

7. If more than one (1) child in a family will be taking the tour or trip, the requests for the children shall be made to the principal of the school of each involved child so that their absences may be cleared with the appropriate principal.
8. All schoolwork missed during the approved tour or trip shall be made up on the "initiative of the student and at the reasonable convenience of the teacher." Students may not be excused for more than ten (10) days per year for educational tours. Tours sponsored by the school district are to be included in the 10-day limitation.
9. Educational trips will not be approved for students who have been absent from school for over 10 days or who are failing two (2) or more courses at the time of the request.

   ***Note:** Trips to schools of higher education are not included in this limitation. A separate 3-day allowance is provided for this purpose.

EXCUSED

EXC: Excused absences include student illness or injury, medical or dental appointments, religious holidays, bereavement, court appearances, circumstances related to homelessness or foster care, suspensions, and other urgent reasons approved by school administration. Healthcare or court verification is required when applicable.

OVERNIGHT TRIPS

Overnight trips provide valuable opportunities for students to extend their learning beyond the classroom. Students participating in overnight trips are expected to follow all South Fayette High School policies and any additional expectations established by the trip sponsor or organization.Participation in overnight trips is contingent upon meeting academic, attendance, and behavioral expectations.
Students may be deemed ineligible to participate if they:

- Do not meet established eligibility requirements
- Have accumulated 15 or more absences one week prior to the trip
- Are suspended from school on the day before or during the trip

To participate in an overnight trip, students must be present in school on the school day immediately preceding departure unless the absence is medically excused or otherwise excused in accordance with Pennsylvania School Code.

Trip sponsors may monitor student eligibility leading up to departure to ensure participants remain in good standing academically, behaviorally, and with attendance requirements.

PARENT EXCUSED

PAR: Defined as student physical/emotional/mental health (without a medical note). Limited to 10 per school year. Each absence beyond the ten cumulative days will require an excuse from a physician or will be marked as unexcused. Each absence beyond the ten cumulative days will require an excuse from a physician or will be marked as unexcused.

POSTSECONDARY EXPLORATION VISITS

CLV: Exploring postsecondary opportunities is an important part of the high school experience. Students may take up to three (**3**) excused school days per year to visit colleges, universities, trade schools, apprenticeship programs, military programs, or other approved postsecondary opportunities. Students must complete the required Postsecondary Visit Form and provide verification from the institution or program attended. Forms are available in the Attendance Office. *Postsecondary visit days do not count toward the annual educational tour and trip limitation.*

SCHOOL APPROVED ACTIVITY

SCA- Excused because participating in an approved school activity.

UNEXCUSED

UNX- Defined as any reason for which a written/emailed excuse is not submitted within five school days of the absence. Reasons not deemed permissible (i.e., shopping, cosmetic appointments, oversleeping, car failure, and other reasons other than those listed above under excused)

EXCUSED ABSENCES

EARLY DISMISSALS

Occasionally, students may need to leave school before the end of the instructional day. Early dismissals are considered absences and are classified according to the same attendance guidelines used for full-day and half-day absences. Students are responsible for making up any missed assignments, assessments, or learning activities resulting from an excused early dismissal. Students, particularly those participating in extracurricular activities, should not leave and return to school during the school day unless it is for a family emergency, medical appointment, or another approved reason.

Parents/guardians may request an early dismissal by submitting a written note, email, or online attendance request to the SFHS Attendance Office prior to the dismissal. Requests should include:

- Student's first and last name
- Grade level
- Date and time of dismissal
- Reason for dismissal
- Parent/guardian name and signature (if submitting a written request)
- Contact phone number for parent/guardian

For medical appointments, please include the provider's name and appointment time.

- Students must sign out through the Attendance Office before leaving the building.
- Students returning to school after an appointment or other approved absence must report to the Attendance Office to sign in before returning to class.
- Verification of a medical appointment should be submitted upon return whenever applicable.

ILLNESS DURING THE SCHOOL DAY

Students who become ill or injured during the school day should report to the school nurse. If necessary, the nurse will contact a parent or guardian and coordinate the student's dismissal from school.

Important Reminders

- Students may not leave the school building during the school day without authorization from school personnel.
- After ten (10) early dismissals without medical documentation, future early dismissal requests may require verification from a healthcare provider.

MEDICAL EXCUSES

All students are required by state law to participate in physical education classes unless they provide a medical excuse from their doctor for exemption. The following procedures should be followed:

1. The medical excuse (including dates and specific limitations) must be presented to the school nurse.
2. The original will be kept on file in the school nurse's office, and a copy will be forwarded to the physical education teacher.
3. If the exemption is for an extended period, the student will be rescheduled through the Counseling Office and given alternative assignments and/or an Adaptive Physical Education Program so that he/she may earn credit towards graduation.

NOTE: A medical excuse only exempts a student from the requirements of regular physical education. A student

with a medical excuse must still meet the state requirements for physical education in an alternative manner (i.e., in an adaptive program, by completing a writing or research project, etc.), as agreed upon by the physical education teacher, the school nurse, the counseling department, the principal, and the student's parents.

UNEXCUSED ABSENCES

PARENT/UNEXCUSED

Regular attendance is essential for academic success and earning course credit. To remain eligible for credit, students may not exceed:

- 10 PAR/UNX absences in a year-long course
- 10 PAR/UNX absences in a semester-long course

All absences are classified as either **excused** or **unexcused** in accordance with District Attendance Policy.

When an absence occurs, students are expected to take an active role in their learning by communicating with their teachers, requesting any missed assignments or assessments, and completing make-up work within established school and classroom timelines.

CUMULATIVE UNEXCUSED

South Fayette High School uses an automated notification system to inform families when a student is absent from school. Families will receive an attendance call for all absences, even if the absence has already been reported to the school. This notification serves as a safeguard to help ensure accurate attendance records and student safety.

As cumulative absences increase, the school will communicate with students and families to provide information, offer support, and ensure that students remain connected to their learning, and the following steps will be taken after a certain number of **cumulative** absences are accrued:

Number of Absences	3rd UNX	4th UNX	6th UNX	10th PAR/UNX absence	15th PAR/UNX absence	20th PAR/UNX absence	**10 consecutive absences**
Action Steps	Certified letter	Certified letter School Attendance Improvement Conference (scheduled via phone)	Community Based Attendance Program or Children and Youth Agency (CYF) referral Charges filed with the District Magistrate	Letter from building principal Doctor's note required for every subsequent absence (lack of documentation will result in a UNX attendance code)	Charges filed with the District Magistrate	Attendance Hearing to consider retention in current grade level	Automatic withdrawal from District

TARDINESS

TARDINESS TO SCHOOL

Students are expected to be in class/homeroom by the posted start of the school day. If a student arrives after that time, they must report to the Student Center/Main Office. A written excuse from the parent/guardian or a doctor explaining the reason for the tardiness is required to be submitted. Reasons for excused tardies and protocols for submitting excuses are consistent with the attendance policies. Oversleeping, missing the bus, car trouble, and similar excuses are not considered acceptable reasons for tardiness and will be considered unexcused.

1. Students who are tardy to school will have three (3) school days to present an excuse to the Student Center/Main Office. Students may be escorted in by a parent and signed into school. This will constitute the parent excuse. If the parent does not escort the student into school, a written excuse must be presented within three school days.
2. Failure to turn in a note within the allotted time frame will result in the tardiness being considered unexcused**.**
3. After the fourth unexcused tardy, the student will receive a written warning from the Student Center/Main Office.
4. After the fifth unexcused tardy, a certified letter will be sent home and a detention will be assigned.
5. Further unexcused tardies will result in additional consequences and loss of privileges and possible referral to the magistrate.

Any student who is tardy (excused or unexcused) ten (10) days without proper medical documentation will be required to submit a doctor's note for subsequent excused tardies.

EXCESSIVE TARDINESS

Parents will be notified throughout the year as students approach the maximum number of tardies throughout the school year.

Table 1: Chart for Maximum Number of Tardies

9 Weeks	**Maximum Cumulative Tardies**	**Consequence for Exceeding Maximum Tardies**
First	10	*Charges filed with the local district magistrate*
Second	15	
Third	20	
Fourth	24	

CLASS ATTENDANCE

Students are expected to attend all scheduled classes and learning experiences throughout the school day.

- Students may not leave or miss a class without prior approval from a teacher, counselor, administrator, or other authorized staff member.
- Students participating in school-sponsored activities are responsible for checking with their teachers in advance regarding missed assignments and assessments.
- Students who miss class without permission may be assigned a class cut and may forfeit credit for work completed during that class period.
- Repeated unauthorized absences from class may result in disciplinary and academic consequences, including possible withdrawal from the course.
- Students assigned to study hall or resource periods must remain in their assigned location unless permission has been granted by the supervising staff member.

Consistent class attendance helps students stay engaged in learning and maximize their opportunities for success.

Regular attendance is an important component of academic success. Because classroom instruction, participation, and collaboration are essential parts of the learning process, students must meet both academic and attendance requirements to earn course credit.

Students who exceed the following absence limits may receive **NC (No Credit)** for the course, regardless of the grade earned:

- More than 10 absences in a full-year course
- More than 10 absences in a semester course

Students may appeal this determination through an attendance hearing conducted at the conclusion of the semester or school year.

In cases of excessive absences or tardiness, the school may pursue additional interventions, including referrals in accordance with Pennsylvania School Attendance Law.

GRADE RESULTS RELATED TO ACADEMIC ACHIEVEMENT AND ATTENDANCE

1. If a student fails to meet the academic requirements of a course ("D" or better), the student's attendance record becomes irrelevant. The student will receive an "F" for academic failure and has no right of appeal before the Appeals Committee (see above)
2. If, in the opinion of the Attendance Appeals Committee, after a hearing, a student has not met the attendance requirements, the student will receive an "NC," signifying no credit for the course. A "0" quality point average will be assigned, and the grade will not be included in the determination of the quality point average.

GENERAL INFORMATION

ANNOUNCEMENTS

Announcements are made each day via the public address system and/or classroom smartboards. Any announcement that is to be made must be approved by the sponsoring faculty member and the principal. Announcements for bulletin boards in individual classrooms must be approved by the classroom teacher. Students who desire to post any announcements or signs in the hallways must have prior authorization by the principal. Signs should be removed by the student/group within three (3) days following the conclusion of the event.

ARTIFICIAL INTELLIGENCE (AI)

"Artificial Intelligence," or "AI," is intelligence demonstrated by machines/computers, as opposed to human intelligence. "Intelligence" encompasses the ability to learn, reason, generalize, and infer meaning. Examples of AI technology include, but are not limited to, ChatGPT and other chatbots and large language models.

AI tools may be used for brainstorming or preliminary research *if approved by the classroom teacher for the specific assignment*, but using AI to generate answers or complete assignments without proper citation or passing off AI-generated content as one's own is considered plagiarism. Plagiarism is a violation of the Student-Family Handbook, and, like other acts of plagiarism, the use of AI in this manner will result in disciplinary action. Plagiarism is a violation of academic integrity, regardless of intent. Ignorance or negligence is not considered an excuse for plagiarism.

Acceptable Uses: (*if approved by the classroom teacher for the specific assignment)*

- Use AI programs as search engines that present information in ways that are easy to read and understand.
- Ask AI programs for clarification or explanations when you need help.
- Generate ideas, topics, and writing prompts using AI programs to help with brainstorming.
- Be transparent; you must cite AI text and images properly when you use them in your own work. AI text and images cannot comprise the bulk of your original work.

Unacceptable Uses:

- Use AI programs to avoid doing your own work.
- Copy text or images from AI programs without proper citation.
- Use AI text or images without fact-checking, critically reviewing, and considering their potential plagiarism issues, as well as issues with text and images that can contain implicit bias and/or misrepresentation.
- Use AI when it is expressly stated not to be used for an assignment.

Separate from written and/or visual assignments, students violate the District's Acceptable Use Policy if they use any online tool, including AI, to generate images, videos, and/or voice generator technology in an inappropriate manner.

ATHLETICS

Athletics are an important part of the South Fayette High School experience and provide opportunities for students to develop leadership, teamwork, sportsmanship, perseverance, and school pride. South Fayette High School offers a variety of interscholastic athletic opportunities throughout the fall, winter, and spring seasons. Athletic offerings may vary from year to year based on student interest, participation levels, staffing, and program availability. Participation in athletics is a privilege and requires students to meet all applicable academic, attendance, behavioral, health, and eligibility requirements established by the District, WPIAL, and PIAA.

Student-athletes are expected to:

- Demonstrate good citizenship and sportsmanship.
- Maintain academic eligibility.

- Meet attendance expectations.
- Follow team, school, District, WPIAL, and PIAA rules.
- Represent South Fayette positively both in and out of competition.

Students who have significant behavioral concerns, unresolved disciplinary obligations, attendance concerns, or academic ineligibility may be restricted from participation in athletics and other school-sponsored activities.

The South Fayette Athletic Handbook contains complete information regarding athletic eligibility, physical examinations, transportation expectations, team rules, participation requirements, and student-athlete responsibilities. Students and families are encouraged to review the Athletic Handbook and visit the South Fayette Athletics website for the most current information regarding athletic programs, coaches, schedules, and participation requirements.

BEHAVIORAL THREAT ASSESSMENT AND MANAGEMENT

South Fayette High School is committed to maintaining a safe, supportive, and inclusive learning environment for all students and staff. Behavioral threat assessment management is a fact-based process used to evaluate and respond to behaviors, communications, or situations that may indicate a concern for the safety or well-being of a student, other students, staff members, or the school community. The goal of the process is to identify potential concerns early, assess risk, and connect students and families with appropriate supports and interventions when needed.

The school's Behavioral Threat Assessment Management Team includes professionals with expertise in administration, school counseling, psychology, social work, nursing, special education, school safety, and law enforcement. Team members work collaboratively to gather information, assess concerns, and determine appropriate next steps based on the specific circumstances of each situation.

Behavioral Threat assessments are designed to support student well-being, promote safety, and help prevent harm through early intervention, collaboration, and problem-solving.

CELL PHONE & PERSONAL COMMUNICATION DEVICE USE (STUDENT)

Purpose: The South Fayette Township School District is committed to providing a learning environment that promotes student engagement, minimizes distractions, supports positive social interactions, and protects instructional time. These administrative regulations establish expectations for student possession and use of cell phones and other personal communication devices during the school day.

Definitions: For purposes of this regulation, a **personal communication device** includes, but is not limited to:

- Cell phones/smartphones
- Smartwatches with communication capabilities
- Tablets not issued by the District
- Earbuds. Airpods, headphones, or similar devices connected to personal communication devices
- AI glasses: are banned at all times on District property or while students are under the District's supervision, including, but not limited to, field trips, athletic events, and school busses,

Personal communication devices will not be able to utilize the District's wi-fi.

General Expectations

1. Students may bring personal communication devices to school at their own risk.
2. During the school day, all personal communication devices must be:
    - Powered off or silenced.
    - Stored in the student's backpack, locker, or another location specifically authorized by the school administration.
    - Not visible or accessible to the student during any part of the school day.

3. Students may not carry personal communication devices in their hands, pockets, clothing, desks, or any other location that allows immediate access during the school day.
4. The school day includes:
    - Arrival and homeroom
    - All instructional periods
    - Study halls
    - Lunch periods
    - Passing periods
    - Assemblies
    - School-sponsored activities occurring during the instructional day
    - Any other time students are under school supervision during regular school hours
5. Use of personal communication devices during field trips off campus will be determined by the District on a case-by-case basis. In general, decisions will be made as follows:
    - Students may have devices in book bags if in an indoor space where book bags are permitted.
    - Students may carry devices on their person, but may not use, if the field trip does not permit book bags or the event or activity includes extensive travel including overnight travel.

Violations: A violation occurs when a student:

- Uses a personal communication device during the school day.
- Has a personal communication device visible during the school day.
- Accesses or attempts to access a personal communication device during the school day.
- Refuses to comply with a staff member's directive regarding a personal communication device.
- Uses a personal communication device in a manner inconsistent with approved accommodations or permissions.

CELL PHONE & PERSONAL COMMUNICATION DEVICE USE Progressive Discipline

First and Second Violations

The first two documented violations shall be considered **Level 1 Violations**.

Consequences may include:

- Verbal warning and redirection.
- Documentation in the student discipline system.
- Parent/guardian notification.
- Confiscation of the device for the remainder of the school day.

For Level 1 violations, the device may be returned directly to the student at the conclusion of the school day.

Third and Subsequent Violations

Beginning with the fourth documented violation, violations shall be considered **Level 2 Violations**.

Consequences may include:

- Documentation in the student discipline system.
- Parent/guardian notification.
- After-school detention.
- Saturday detention.
- Confiscation of the device.

For Level 2 violations, a parent or guardian may be required to retrieve the device during regular school building hours.

Repeated or Defiant Conduct

Administration reserves the discretion to classify a violation as a **Level 3 Offense** when a student:

- Repeatedly violates this regulation despite prior interventions.
- Refuses to surrender a device when directed by a staff member.

● Becomes argumentative, disruptive, or insubordinate.
● Uses a device in a manner that substantially disrupts the educational environment.
● Circumvents school procedures designed to enforce this regulation.

Level 3 consequences shall be determined in accordance with the District's Student Code of Conduct and may include additional disciplinary action deemed appropriate by school administration.

Students with Approved Exceptions

The District recognizes that certain students may require access to a personal communication device due to:

● Medical needs
● Health plans
● Section 504 Plans
● Individualized Education Programs (IEPs)
● Other administrative approvals

Permission will only be permitted through an approved student plan with medical provider documentation. Students granted permission to possess or use a personal communication device during the school day must strictly adhere to all conditions and expectations established by the school. Exceptions may be granted by administration for extenuating circumstances. Failure to comply with the approved expectations may result in disciplinary action under this regulation, including the loss of privileges associated with the approved exception and the application of disciplinary consequences described above.

Confiscation Procedures: District personnel may confiscate a personal communication device when a student violates this regulation.

Level 1 Violations

● The device may be held in the school office or other secure location.
● The device may be returned to the student at the conclusion of the school day.

Level 2 Violations

● The device may be held in the school office or other secure location.
● A parent or guardian may be required to retrieve the device during regular school building hours.

The District assumes no responsibility for loss, theft, or damage to personal communication devices brought onto school property.

Parent Communication

Parents and guardians who need to communicate with their child during the school day should contact the school's main office. Students who need to communicate with a parent or guardian during the school day may do so through school office personnel.

Administrative Authority

Building administrators retain the authority to interpret and implement this regulation, address unique circumstances, and impose disciplinary consequences consistent with Board policy, the Student Code of Conduct, and applicable law.

COMMUNICATION WITH FAMILIES

One of our goals is to communicate with parents/guardians on a regular basis. Once parents/guardians complete the enrollment process, their email address will be added to receive school and district communications; however, it is the responsibility of parents/guardians to keep an updated email address on file with the school. The District utilizes ParentSquare as its primary communication platform for school announcements, reminders, emergency notifications, attendance information, and direct communication between families and staff. Parents/guardians are

encouraged to activate their ParentSquare accounts and ensure that their contact information remains current so they can receive important updates in a timely manner. The school website is also updated regularly, and parents are encouraged to use it as a resource to stay informed about school news and events. When seeking answers to questions, parents should first visit www.southfayette.org Additionally, the District provides a newsletter update each Friday throughout the school year that is distributed via email and posted on the website under the Weekly Green Scene tab found at the top of each main page.

DISMISSAL

Students are dismissed from school at 1:58 P.M. All students who are not staying for an approved reason, such as clubs, activities, athletics, tutoring, make-up exams, etc., must leave at dismissal. Students remaining after school must be under the supervision of a faculty member and arrange transportation home or wait in the Commons for the Activity Bus at 4:30 P.M.

DRESS EXPECTATIONS

At South Fayette High School, we believe students should be able to express their individuality while maintaining a learning environment that is safe, respectful, and conducive to learning. Students are expected to dress in a manner that supports a positive school environment and allows them to participate fully in the school day.

Students must wear:

- Clothing that fully covers the chest, buttocks, groin areas, and undergarments.
- Clothing that is secure and allows students to participate safely in all school activities.
- Footwear at all times.
- Attire that does not create a safety concern or substantially disrupt the educational environment.
- Clothing and accessories that allow school staff to reasonably identify the student throughout the school day.

Clothing, accessories, or personal items may not:

- Display or promote alcohol, tobacco, nicotine products, vaping products, illegal drugs, weapons, violence, hate speech, discrimination, or illegal activity.
- Contains language, images, or messages that are vulgar, obscene, threatening, symbols of hate such as swastika and the Confederate flag, or disruptive to the school environment.
- Obscure a student's identity in a manner that prevents school staff from reasonably identifying the student such as hats or hoods.

Students will be asked to modify their attire if it does not meet these expectations.

Addressing Dress Code Concerns

When a dress code concern arises, school staff will work with the student to resolve the issue in a respectful and minimally disruptive manner. Whenever possible, students will be provided an opportunity to adjust their attire, obtain alternative clothing, or contact a parent/guardian for assistance. Repeated violations may result in disciplinary action in accordance with the Student Code of Conduct.

DRIVING & PARKING (STUDENT)

South Fayette encourages all students to use district transportation. Driving to school is a privilege that carries important responsibilities. Student drivers are expected to operate their vehicles safely, follow all traffic laws, and comply with school parking regulations. Student drivers are expected to maintain good standing academically, behaviorally, and with attendance requirements. Students who are truant, misuse parking permits, share permits with others, or violate school parking regulations may lose driving privileges.

Parking Permits: Students who wish to drive to school and park on campus must obtain a valid South Fayette High School parking permit.

- Parking privileges are available only to students in designated grade levels, as determined annually by school administration based on parking availability and school needs.

- Students must possess a valid driver's license to obtain a parking permit.
- Learner's permits do not qualify for parking privileges.
- Parking permit information, application procedures, and fees are communicated annually.

Students may not park on school property without a valid parking permit and assigned parking space.

Temporary Parking Permits: Students experiencing an emergency or extenuating circumstance may request a temporary parking permit.
To receive a temporary permit, students must:

- Submit a parent/guardian note to the High School Office in advance whenever possible.
- Display the temporary permit as directed.
- Park only in designated temporary parking areas.
  Student Driver Expectations

Student drivers are expected to:

- Follow all local traffic laws and school parking regulations.
- Park only in their assigned parking space.
- Display their parking permit as directed.
- Observe all traffic patterns, directional signage, and posted speed limits on campus.
- Keep vehicles locked while parked on school property.
- Remain off school grounds during the school day unless authorized by school administration.
- Refrain from visiting vehicles during the school day without permission from school personnel.
- Follow all school expectations related to attendance, behavior, and safety.

E-scooters, e-bikes, pedal bikes, off-road vehicles, ATVs, dirt bikes, motorcycles, tractors, and other non-standard vehicles are not permitted on campus.

All school policies related to safety, drugs, alcohol, tobacco, nicotine, and vaping products apply to student vehicles and drivers. Vehicles parked on school property may be subject to search when reasonable suspicion exists regarding the health, safety, or well-being of students.

Student Drivers and Attendance
Student drivers are expected to arrive at school on time and follow all attendance and parking regulations. Unexcused tardiness may result in the suspension or revocation of student parking privileges. Students who drive to school while their parking permit is suspended may lose their parking privileges for the remainder of the school year.

1. Student drivers who are tardy to school three (3) times will have their parking permit suspended for a period of ten (10) school days.
2. Student drivers who are tardy to school six (6) times will have their parking permit suspended for a period of 45 school days.
3. Student drivers who are tardy to school more than six (6) times will have their parking permit revoked for the remainder of the school year with no refund of the parking permit fee.
4. Students found to be driving while their permit has been suspended will lose their driving privilege for the remainder of the school year.
5. Valid medical and parent excuses for student tardiness do not count toward the suspension of driving privileges.
6. Parental notes WILL count towards the 10-day allowable total of parental excuses. Any tardies or absences beyond ten (10) days WILL require a valid medical note or other formal documentation.

*Oversleeping IS NOT a valid reason for tardiness.
*If there are known medical diagnoses, please contact the school to discuss these matters on an individual basis.

Unless otherwise noted above, violation of driving.parking regulations will result in the following consequences:

First Offense	Loss of driving privileges for 10 school days
Second Offense	Loss of driving privileges for 45 school days
Third or Subsequent Offense	Loss of driving privileges for the remainder of the school year

Serious Safety and Conduct Violations
The following may result in the immediate suspension or revocation of parking privileges:

- Truancy
- Sharing or transferring a parking permit
- Driving while parking privileges are suspended
- Possession of prohibited substances or items in a vehicle on school property
- Reckless or unsafe driving on campus

Students who drive to school after their parking privileges have been suspended or revoked may be subject to additional disciplinary action in accordance with the Student Code of Conduct.

Safety During Emergencies
In the event of a building or campus evacuation, student drivers must follow all staff directions and evacuate with the student body. Students will not be released to their vehicles unless directed by school personnel.

EMERGENCY CANCELLATION/DELAY OF SCHOOL

School cancellations, delays, and early dismissals will be posted on the South Fayette Township School District website, communicated through Parent Square, and broadcasted via local media.

EVENTS & ACTIVITIES

South Fayette High School offers a variety of school-sponsored events throughout the year, including dances, athletic events, performances, celebrations, field trips, and other activities that help build school spirit, foster connections, and create meaningful experiences for students.

Participation in school-sponsored events is a privilege and an opportunity to represent yourself, your school, and your community in a positive manner. The following expectations apply to all school-sponsored events and activities:

1. Attendance at specific events may be limited to designated grade levels, student groups, or invited guests as determined by the school. Students in Grade 8 or below may not attend high school dances. Students and their belongings may be subject to search upon entry to school-sponsored events.
2. All school rules, expectations, and provisions of the Student Code of Conduct remain in effect during school-sponsored events and activities.
3. Students are expected to remain at the event for its duration unless alternative arrangements have been approved by a parent/guardian and event supervisor.
4. Students who leave an event may not be permitted to re-enter.
5. Students suspected of being under the influence of drugs or alcohol will be addressed in accordance with District policies and procedures.
6. The possession, use, or distribution of tobacco, nicotine, vaping products, alcohol, or other prohibited substances is not permitted.
7. Students must be in attendance during the entire school day to participate in extracurricular activities or events unless an exception has been approved by school administration.
8. Students must meet applicable academic, attendance, behavioral, and disciplinary eligibility requirements to participate in school-sponsored events and activities.
9. Students are expected to dress appropriately for the event and follow any event-specific guidelines

communicated in advance.

10. Students may not bring any item that could be used as a weapon against another person or property or anything that alters their identification.
11. Students whose behavior creates a safety concern, disrupts the event, or violates school expectations may be removed from the event and may be subject to additional disciplinary action.
12. Participation in school-sponsored events may be restricted when significant behavioral concerns, unresolved disciplinary obligations, attendance concerns, or academic ineligibility exist.

EXTRACURRICULAR ELIGIBILITY

South Fayette Township School District encourages all students to participate in extracurricular activities. The only activities in which ineligible students may participate are those that are written into and considered part of the regular course curriculum. It is the responsibility of each individual coach or sponsor to prohibit students who are ineligible from participating (this includes practice). Each coach or sponsor will be provided with a list of all students who are ineligible. All students will be treated equitably. Students who are suspended from school may not participate (play or practice) in any extracurricular activities. The following classifications of eligibility are in effect at South Fayette Senior High School:

Weekly Eligibility

Grades of students who participate in athletics and major activities, including spring/fall drama productions, marching band, choir, select choir, spring musical, and other activities requiring multiple days absent from school (i.e., DC trip, band/chorus trip).

1. Teachers will be provided weekly with a list of students who are registered as participants in each athletic/club activity as defined above. On Friday morning (7:45 A.M.) of each week, teachers will be required to indicate any students who are in danger of failing ("D" average) or failing their course for the current 9-week period. Students must receive one (1) warning during each grading period prior to being designated as failing a course.

2. The lists will be compiled by the Assistant to Activities/Athletics. Any student who is failing two (2) or more courses will be considered ineligible for the following week (Monday through Saturday). The student will be notified by the coach or sponsor. That student is not permitted to practice or participate during that time. The Athletic Policy recommends that athletes ineligible for this reason attend the Wednesday after-school tutorial program (2:10-4:30 P.M.). This may be required by other activity sponsors at their discretion.

3. As indicated by the ineligibility lists, students who are carrying a "D" average in one or more subjects for two (2) successive weeks will be recommended by the Athletic Policy and the coach or sponsor to attend the Wednesday after-school tutorial program (2:10-4:30 P.M.). This student is not ineligible; however, the district is making every attempt to promote support for the student who is encountering academic difficulty. If deemed necessary, the coach or sponsor may waive this section at his/her discretion.

Nine-Week Academic Eligibility (Grades of all students in Grades 9-12 are reviewed.)

At the end of each nine (9) week period (at the end of the year, the final average will be used), report cards for all students will be reviewed.

To be eligible for attendance at school functions and/or participation in extracurricular events, a student must pursue a curriculum approved by the principal and must not be failing two (2) or more courses. Evaluation or subject credits shall conform with the standards established by the Pennsylvania Department of Education. A student ineligible for this reason will be denied participation in all extracurricular activities, school dances, and non-curricular events for a period of 20 school days. Parents/guardians will be notified by mail of this ineligibility.

Year-to-Year Eligibility

Students are ineligible to participate in interscholastic athletics and extracurricular activities if they fail two (2) or more courses in the previous academic year. Students may participate if they complete the necessary remedial coursework over the summer. Seventh through twelfth grade students are governed by these rules except in the case of the failure of two 6-week or 9-week courses. Students who fail two (2) of these courses may participate in the following academic year. Seventh through twelfth grade students who fail two (2) or more full-year courses are ineligible to participate in interscholastic athletics and/or extracurricular activities.

***Note:** Students' eligibility will be reviewed after 20 school days. Students may be declared eligible after this period.

Attendance Eligibility (Attendance reports for all students in grades 9 - 12 are reviewed.)

A student who is absent from school during a semester for a total of twenty or more school days shall not be eligible for attendance at school functions and/or participation in extracurricular activities until he/she has been in attendance for a total of sixty days following his/her twentieth day of absence, except that where there is a consecutive absence of five (5) or more school days, due to confining injury, death in the immediate family, court subpoena, quarantine, or to attend a religious activity/function which the church requires its members to attend, or an absence of five (5) or more school days due to the same confining illness, such absence may be waived from the application of this rule by the District Attendance Committee. Parents/guardians of students in this category will be notified by mail of this ineligibility.

Substance Use/Abuse

Any activity participant known by his/her sponsor to use alcoholic beverages or stimulant-depressant drugs during the course of his/her membership in that activity may be issued consequences that impact participation in the activity and may lead to dismissal from that activity. Any decision relative to participation in future activities will be left to the discretion of individual sponsors and the administrative staff. The consequences of the Drug and Alcohol Policy as set forth by the Board of School Directors of the South Fayette Township School District will be adhered to for this offense in addition to those described above if the occurrence was at school, on school grounds, or at a school function.

Code of Ethics

It is the duty of all concerned with school activities:

1. To emphasize the proper ideals of sportsmanship, respect, and ethical conduct.
2. To stress the values derived from good citizenship.
3. To show cordial courtesy to fellow students, visitors, and others.
4. To establish a positive relationship among participants.
5. To encourage leadership, use of initiative, and good judgment among participants.

STUDENTS WHO VIOLATE THE CODE OF CONDUCT OF THE SOUTH FAYETTE TOWNSHIP SCHOOL DISTRICT WILL BE DISCIPLINED ACCORDING TO ITS POLICY.

ANY STUDENT WHO IS SUSPENDED FROM SCHOOL WILL NOT BE PERMITTED TO PARTICIPATE IN ANY EXTRACURRICULAR ACTIVITY DURING THE TIME OF SUSPENSION OR OTHER DISCIPLINARY CONSEQUENCE (I.E., DETENTION, ETC.).

FIELD TRIPS

Field trips provide valuable opportunities for students to extend their learning beyond the classroom through hands-on experiences, exploration, and real-world connections. Participation in field trips is a privilege, and students are expected to maintain good standing academically, behaviorally, and with attendance requirements in order to participate.

Students may be ineligible to participate in field trips if they:

- Have outstanding disciplinary obligations, including assigned Saturday detentions.
- Have demonstrated a pattern of behavior that raises concerns regarding safety, supervision, or successful participation.
- Do not meet eligibility requirements established for a specific trip or activity.

All school rules, expectations, and Code of Conduct provisions remain in effect during field trips and other school-sponsored activities.

A signed parent/guardian permission form is required for participation. Information regarding each field trip, including expectations and required forms, will be provided by the sponsoring staff member.

FLAG SALUTE AND PLEDGE OF ALLEGIANCE

It is the responsibility of every citizen to show proper respect for his/her country and its flag. Students may decline to recite the Pledge of Allegiance and may refrain from saluting the flag on the basis of personal belief or religious convictions. Students who choose to refrain from such participation shall respect the rights and interests of classmates who do wish to participate. Students who wish to refrain from such participation shall remain respectfully silent through the flag salute and the Pledge of Allegiance. Students whose manners or actions are disruptive during the Pledge of Allegiance or the flag salute will be subject to appropriate disciplinary action as per the Code of Conduct.

FOOD DELIVERY

Outside food deliveries, including but not limited to DoorDash or Uber Eats, are not permitted during the school day.

FOOD SERVICES AND SCHOOL MEALS

South Fayette High School is committed to providing students with access to nutritious, high-quality meal options throughout the school day. Breakfast and lunch are served daily in The Commons, with a variety of offerings designed to meet diverse dietary, cultural, and nutritional needs. Detailed nutritional information is available by visiting www.schoolcafe.com

Monthly menus and additional food service information are available at www.schoolcafe.com

Free and Reduced-Price Meals

Families with students in grades 9-12 must apply for meal benefits each year. South Fayette High School does not participate in the National School Lunch Program (NSLP); therefore, free meals offered at the high school are provided as a courtesy by the District and are not federally reimbursed. Families who need financial assistance with student meals must complete the District's secure Google Survey so the request can be reviewed confidentially and eligibility can be determined.

Students approved for free meal benefits are entitled to a meal provided from the District's Food Service Department from the Worldly or Mane Line only. All other foods are charged at the ala carte price.

Student Meal Accounts

Families may monitor account balances, review purchase history, and make payments online through www.schoolcafe.com
Payments may also be made by cash, check, or money order. Checks should be made payable to **South Fayette School Cafeteria** and include the student's name and Student ID number.
Families are encouraged to maintain a positive balance in their student's meal account.

Students are permitted to charge complete meals only from the Mane Line and Worldy Line only. Students must have funds available to purchase ala carte items including french fries and beverages. **Items will not be permitted to be taken unless funds are available**.

Nutritional Information is also available at www.schoolcafe.com and parents and students are responsible to check that site daily for the most current information.

Questions
For questions regarding meal services, student meal accounts, or free and reduced-price meal eligibility, please contact the Food Services Department.
Phone: 412-221-4542, Ext. 279
Email: nbpleil@southfayette.org

HALL PASSES

Maintaining a safe, secure, and focused learning environment requires students to be in their assigned locations throughout the school day. Students must have staff permission and an approved hall pass whenever they are outside of their assigned classroom, study hall, resource period, or other scheduled location. Hall passes may be issued in either digital or physical form, as determined by school procedures and staff. Students should travel directly to and from their destination and follow all applicable sign-in and sign-out procedures. Students who are out of their assigned area without permission or without an approved hall pass may be subject to disciplinary action in accordance with the Student Code of Conduct.

LATE START FOR SCHOOL DAY - MONTHLY

As part of their collective bargaining agreement with the school district, South Fayette teachers come in early on designated dates for purposes of staff development that include learning new technology, training in curricular areas, and utilizing other tools that will enhance education for South Fayette students. The high school day will begin at 9:20 A.M. for students, and class periods will be adjusted accordingly.

LOCKERS

School lockers are the property of the South Fayette School District and are provided to students for storing school-related items and clothing. School lockers are **not** the property of students, and lockers may be searched by school officials.

1. Each student is assigned a locker and must use the locker assigned to him/her. Students are not permitted to share lockers or use a locker not assigned to them.
2. Student lockers must be kept clean and orderly. Students will be issued a new locker every year. All lockers contain built-in combination locks, and students should guard the privacy of their locker combinations to prevent theft of personal and school items.
3. School personnel may make periodic inspections of school lockers.
4. The school will not be responsible for any articles left in lockers following the last day of school.
5. Belongings found in unassigned lockers will be periodically removed by the custodial staff.
6. Students are not permitted to affix stickers or other adhesive items to the lockers.

MAIA LEARNING

South Fayette High School utilizes MaiaLearning to support college, career, and post-secondary planning. Through MaiaLearning, students can explore their interests and strengths, research future pathways, develop post-secondary plans, and manage components of the college application process.
School counselors use MaiaLearning to guide students through career exploration, college and career readiness activities, and post-secondary planning throughout high school. Students applying to colleges or other post-secondary programs may also use MaiaLearning to request and track application-related documents, including transcripts and letters of recommendation.

Students and families with questions regarding MaiaLearning or post-secondary planning should contact their school counselor.

MILITARY RECRUITERS/RELEASE OF STUDENT INFORMATION

Military recruiters and college admissions officers often request access to student names and addresses.

Recognizing the challenges faced by military recruiters, the No Child Left Behind Law requires high schools to provide to military recruiters, upon request, access to names, addresses, and phone numbers of high school juniors and seniors. The law also requires high schools to release information to colleges or other higher learning institutions upon request.

If you do NOT want South Fayette High School to disclose this information without your prior written consent, please copy the section below, fill in the required information, and return it to the Counseling Office by Friday, September 19, 2025. If we do not receive the form back by this date, we will release student information to military or college recruiters upon request. If your child is over 18, he or she must sign the form below personally.

A list of the guidelines on military recruiters and college access to information can be found at the following website: ***www.ed.gov/policy/gen/guid/fpco/hottopics/ht-10-09-02a.html***. If you have any questions, please do not hesitate to call the building principal.

PARENT OPT-OUT FORM

Do not disclose my child's name, address, or telephone number to the following without my prior written consent (check one or both):

_____ United States Military Recruiters
_____ Colleges and Other Higher Education Institution Recruiters

Parent's Signature _____ Date _____

Student's Signature _____ Date_____
(If student is over 18, the student rather than the guardian MUST sign.) Form must be recv'd by 9/19/26

NATIONAL HONOR SOCIETY

Students are invited on an individual basis to join the National Honor Society. After Q2 of sophomore year, any student with a cumulative GPA of 3.75 or higher (who also does not have any level 3 or 4 discipline infractions or instances of plagiarism) will receive an application that involves writing an essay and producing proof of community service during high school. Another invitation is sent after Q2 of junior year for those who meet the standards but are not currently members (current members do not need to reapply).

In order to retain membership in NHS, students must maintain a 3.75 cumulative grade point average. Failure to do so one time will result in their being placed on probation; failure to do so a second time could result in a revocation of their membership. Additionally, all National Honor Society members must abide by the Code of Conduct outlined in the Student Handbook regarding academic integrity. Any incidents of cheating, plagiarism, or behavior that is inconsistent with the Code of Conduct could result in revocation of their membership. Each year, they must complete at least 10 hours of community service with at least two different organizations and complete at least one hour of service toward our chapter's service project.

PARENT PORTAL FOR GRADES, ATTENDANCE, ETC.

South Fayette parents have the opportunity to access individual grades that have been assigned to the student by the classroom teachers and have been entered into the grade book electronically. This service will be available through our PowerSchool software. If you have any questions concerning PowerSchool accounts, please email

Tech Support at techsupport@southfayette.org. Call 412-221-4542 x341

PARENT-TEACHER CONFERENCES

Parent/Teacher Conferences will be held each school year. Electronic communication will be sent from teachers. Students are expected to attend as well.

RESTROOMS

Restrooms are provided for student use and should be used in a manner that is respectful, safe, and consistent with maintaining a positive school environment.

Students are expected to:

- Use restrooms for their intended purpose and return promptly to their assigned location.
- Help keep restroom facilities clean and free from damage.
- Respect the privacy and well-being of others.
- Report any safety concerns, damage, or maintenance issues to a staff member as soon as possible.

The use of personal electronic devices, including cell phones, cameras, and recording devices, is strictly prohibited in restrooms and locker rooms. Students who misuse restroom facilities or fail to follow school expectations may be subject to disciplinary action in accordance with the Student Code of Conduct.

SAFE2SAY SOMETHING

Safe2Say Something is Pennsylvania's anonymous reporting system designed to help students and community members report serious safety concerns, including threats of violence, self-harm, suicide concerns, weapons, bullying, or other situations that may place individuals or the school community at risk. Students are encouraged to use Safe2Say Something when they become aware of information that could impact the immediate safety or well-being of themselves or others.

Safe2Say Something is a valuable safety resource and should not be misused to report routine school concerns, interpersonal conflicts, rumors, or as a means of retaliation against others. Intentionally false reports may result in disciplinary consequences and may be subject to legal action.

Phone: 1-844-SAF2SAY (1-844-723-2729)
Website: www.safe2saypa.org

STUDENT SALES AND FUNDRAISING

To minimize disruptions to the school day and ensure consistency across student organizations, the sale of items, tickets, or services on school property must receive prior approval from school administration.

The sale of food, beverages, candy, or other items during the school day is not permitted unless it is part of an approved school-sponsored activity or fundraiser.

Students may not use school property, school events, or the school day to advertise, promote, or sell products or services associated with a personal business or private venture. Students who are interested in conducting a fundraiser or selling items on behalf of a school organization should work with their faculty sponsor and obtain administrative approval before any sales begin.

STUDENT IDs

Student IDs will serve as identification for security purposes. The student IDs will also be used for discounted admission to sporting events and may be used for other purposes as the year progresses. Students will need to have their picture taken on the designated School Picture Day or Picture Make-up Day in order to obtain a Student ID. Our school photographer will issue free student IDs after all pictures have been taken. SFHS will distribute the IDs to the students once they have been received. If a student loses his/her ID, they should contact the Main Office.

STUDENT RECORDS

There are up to four (4) separate student records files for each child in the high school. This information on the various files and locations is only shared on a "need-to-know" basis due to FERPA and HIPAA regulations. The "medical records file" is housed with the school nurse in the building where the child attends. The school nurse lets the teachers of the student know any medical information only when necessary. Secondly, there is a "permanent records file" for each child. These files are housed in the Counseling Office and contain information relative to grades, standardized testing, attendance, etc. Third, there may be a "discipline file" as necessary for students with disciplinary offenses. These files are housed in the Student Center and are expunged each year, except for those offenses that are mandated to be kept on file (weapons, drugs, violence, etc.). Lastly, there may be a "special education file" for students with IEPs, GIEPs, or 504 Service Plans. These files are housed in the Student Support Services offices, and information on special needs of students is shared with teachers on a "need to know" basis.

TEXTBOOKS AND EDUCATIONAL MATERIALS

Textbooks, calculators, some musical instruments, etc., are issued to students for use during the school year. Library materials may be checked out from the Resource and Media Center. Each student is responsible for returning the specific textbooks and calculators (indicated by a number) that were issued. Students who have damaged books or books that are lost or stolen are responsible and must pay the replacement cost of the book. Library books must be returned on time, or fines will be assessed. A student who has outstanding debts will not receive his/her diploma without meeting all obligations owed to the district.

TRANSPORTATION

Bus transportation is provided for all students in the South Fayette Township School District. Bus stops are located as conveniently as possible for everyone. Students are urged to be at their bus stop five (5) minutes prior to the scheduled departure time. If a student misses the bus, parents/guardians are responsible for their transportation to school. Missing the bus is not an excused tardy or absence.

No student may ride the elementary or middle school bus without prior approval of the building principal. Students who stay after school for academic assistance from a faculty member may ride home on the elementary or middle school bus if they (1) obtain a parental permission slip, (2) sign up in the High School Main Office one (1) day in advance, and (3) obtain a bus pass from the principal or designee. Permission will be granted on the availability of seats on the elementary or middle school bus.

Each student is assigned to a particular bus stop and a specific bus. No change relating to the stop or the bus is to be made unless the following procedure is followed:

1. Submit a written request to the principal signed by a parent or guardian indicating:
    A. Student's name
    B. Grade level
    C. Day/Date
    D. Reason for request
    E. Details of change
2. Submit the note authorized by the principal to the bus driver upon entering the bus.

Bus conduct will be classified in accordance with the disciplinary policies of the South Fayette Township Senior High School. However, specific bus violations include (1) not remaining in seat while bus is in motion, (2) loud conversation, (3) unnecessary noise, (4) boisterous conduct, whistling, or calling to people from the bus, (5) throwing objects from or onto the bus, (6) failure to keep all parts of the body inside the bus, (7) littering on the bus, and (8) eating or drinking on the bus.

Students found in violation of these guidelines of acceptable bus behavior will be judged according to the Discipline Code and may be subject to the loss of bus privileges.

Assigned seats will also be considered when appropriate. Any further misconduct will result in privileges being revoked for the remainder of the school year. Loss of transportation does not excuse a student from attending school.

Parkway students are to be transported to and from Parkway West Area Vocational-Technical School via South Fayette buses. Junior and senior Parkway students who wish to drive to Parkway must complete a Parkway Student Driver Permission Form (issued by Parkway).

VALUABLES

Students are cautioned not to bring large amounts of money, radios, cameras, jewelry, or valuables to school. If any item must be brought to school, it should be taken to the High School Main Office. Students are responsible for their personal property. The school cannot be held responsible for losses when these recommendations are not followed.

VISITORS AND BUILDING ACCESS

South Fayette High School is committed to maintaining a safe and secure learning environment for all students, staff, and visitors. All visitors must report to the Attendance Office upon arrival and present a valid photo ID. Visitor identification may be processed through the District's visitor management system. Approved visitors will be issued a visitor badge, which must be visibly worn for the duration of their visit. Classroom visits must be arranged in advance and require approval from both the classroom teacher and building administration. Students from other schools are not permitted to visit during the school day unless participating in an approved educational activity sponsored by both schools. Individuals who regularly assist with school programs, activities, or events must comply with applicable District requirements, procedures, and required clearances. Visitors must remain with a staff member at all times.

WEATHER-RELATED DELAYS AND CANCELLATIONS

School cancellations and delays will be posted on the South Fayette website, communicated on Parent Square, and broadcast via local media.

WORK PERMITS

Working permits for minors (persons under 18 years of age who have not graduated from high school) are issued at South Fayette High School between the hours of 8:00 A.M. and 3:00 P.M. daily. A parent/guardian must come to the High School Main Office to sign the application for the work permit. Parent/guardians must have proof of the minor's age—birth certificate, driver’s license, passport, or baptismal certificate. Further information is available from the staff of the High School Main Office.

HEALTH & WELLNESS

MEDICAL NEEDS: ILLNESS, ACCIDENTS, IMMUNIZATIONS, NURSING SERVICES

All accidents or illnesses should promptly be reported to the High School Main Office or school nurse, Trina Howells, at 412-221-4542, Ext. 223, or by email at **tdhowells@southfayette.org.** The appropriate care will be administered by school personnel. Parents will be notified as the case warrants.

The School Nurse's Office is open daily from 7:10 A.M. to 2:40 P.M. and is to be used for any injury or sudden illness occurring during the school day. Pupils must secure a note from their classroom teacher and then report to the School Nurse's Office. If a student is ill at the close of a period, he/she should report to the next class to secure a pass to the school nurse. The student will be assessed, treated, and permitted to stay in the Health Office as deemed necessary by the school nurse. If the illness is prolonged, the student will be sent home after permission has been granted by a parent or guardian. No student may leave the building or go home because of illness unless excused by the doctor, nurse, or office.

The following mandated examinations are conducted by the school physician or school nurse unless a parent wishes to have a family physician or dentist conduct the exams and submit documentation to the school nurse:

- **Vision, Height, Weight—**Grades 9-12
- **Hearing—**Grade 11
- **Physicals** - Grade 10 or 11

BMI (Body Mass Index) Screenings

Section 1402 of the Public-School Code requires each child of school age to be measured for height and weight by the school nurse. This growth screening enables school nurses to:

1. Monitor growth and development patterns of students
2. Identify students who may be undernourished or overweight
3. Notify parents of screening results with a recommendation to share findings with the student's health care provider for further evaluation and intervention, if necessary

We will be using a computer program to record and monitor each student's growth pattern. A letter will be mailed home yearly with each child's BMI. The letter will indicate whether the child is underweight, normal, or overweight. Follow-up with the child's health care provider will be recommended when appropriate.

Immunizations

The following immunizations are required as a condition of attendance at school for the entrance of all beginners or initial enrollments in school:

Children in ALL grades (K-12):

- 4 doses of tetanus, diphtheria, and acellular pertussis* (1 dose on or after 4th birthday) - properly spaced
- 4 doses of polio (4th dose on or after 4th birthday and at least 6 months after previous dose given). 3 doses are acceptable if 3rd dose is after the fourth birthday and at least 6 months after previous dose.
- 2 doses of measles, mumps, and rubella** - properly spaced
- 3 doses of hepatitis B-properly spaced
- 2 doses of varicella (chicken pox) properly spaced or evidence of immunity

Children in grades 7th-12 Grades need additional immunization requirements for attendance:

- 2 doses of MCV - first dose is given 11-15 years of age; a second dose is required at age 16 or entry into 12th grade. If the dose was given at age 16 years of age or older, only one dose is required.
- 1 dose of tetanus, diphtheria, acellular pertussis (Tdap) is required on or after the 11th birthday.

* Usually given as DTap, DTP,

** Usually given as MMR

MEDICATION

Under no circumstances will school personnel diagnose, provide, or prescribe any medicine for a student. Medication shall include all pills, drugs, and medicines prescribed by a physician and any over-the-counter medicines. No herbal remedies will be given during the school day.

The school physician authorizes a very limited amount of medication to be given to students and staff by our district nurses. Please refer to the district website to view our school district's current standing medication orders, signed by our school physician. Parents should notify the school nurse, Trina Howells, at 412-221-4542, Ext. 223, or by email at **tdhowells@southfayette.org** if they have any questions or concerns regarding the school district's standing orders for medication. Health office information can be found on the district website under the section District Services and then under Nursing Services.

The South Fayette Township School District requests that medicine be given at home during non-school hours. However, it recognizes that sometimes it is essential for medication to be administered at school. Any medication to be administered during school hours must be accompanied by a written request signed by **both** a physician and parent/guardian.

Prescription Medication

A. A written request must be submitted by the parent/guardian requesting the school nurse administer medication as prescribed by a physician.
B. Physician's signed request (physician's note or school-issued medication form) authorizing the administration of the prescribed medication.
C. Prescription medication must be in a pharmacy-labeled bottle containing:
    1. Name and telephone number of the pharmacy
    2. Pupil's name
    3. Name of the physician
    4. Name of the drug
    5. Prescribed dose and times of administration
    6. Rx number

Non-Prescription (over-the-counter) Medication

A. A written request must be submitted by the parent/guardian requesting the school nurse administer over-the-counter medication as prescribed by a physician.
B. A physician's signed request (note or medication form) authorizing the administration of all over-the-counter medication.
C. Over-the-counter medication must be in the *original manufacturer's package* and imprinted with the dosage instructions that are typically found on labeled bottles, blister packs, tubes, or cans.

Storage of Medication: Medication shall be kept in a secured, appropriate storage area in the Health Office.

Transportation of Medication to School: All medication shall be brought to school by the parent and kept in the Health Office. If this is not possible, the pharmacy-labeled container or original manufacturer's package must be sent to school in a sealed envelope with a note signed by the parent/guardian stating the number of tablets being sent to school. The school nurse will verify this information either by phone call or email to the parent/guardian.

Request for Administration of Medication During School Hours Form: This form is available in the Health Office, on the school nurse's web page under Health Services, or a sample is included in the student handbook. The form is not essential to use as long as all the requested information is included in a written note.

Medication Administration: All medications shall be administered by the school nurse or self-administered by the student upon written request. Only in an emergency shall a school employee other than the school nurse

administer medication to a student. A parent or legal guardian may come to school to administer medication to their child.

Emergency Medications: Under emergency medical situations such as anaphylactic shock, the school physician has ordered certain medications, such as epinephrine, to be administered.

> Section 1414.2(g) of the Public-School Code allows parents/guardians to request an exemption to the administration of an epinephrine auto-injector for their student. In order to request this exemption, contact the school nurse to make an appointment to discuss this decision, review, and sign the opt-out form.

Self-Administration of Inhalers/Epinephrine Auto-Injectors: Students in the South Fayette Township School District will be allowed to carry and self-administer their metered dose inhaler (MDI) medication in school as needed for asthma and other respiratory conditions as well as epinephrine auto-injectors per Board policy 210.1. The inhaler may be used to alleviate and/or prevent the onset of asthmatic symptoms. This procedure includes dosages required at school, on school-sponsored transportation, or at any activity, event, or program sponsored by or in which the pupil's school is participating.

To ensure your child's health and safety, you and your child's physician will need to complete a medication order and authorization form and return it to the school nurse. This authorization shall provide the name of the drug, the dose, the times when the medication is to be taken, and the diagnosis or reason the medicine is needed. It shall also include any serious reaction that may occur in conjunction with use of the medication. In addition, this authorization relieves the school of responsibility for the benefits or consequences of the medication. It also acknowledges that the school bears no responsibility for ensuring that the medication is taken.

The school nurse will review proper MDI administration technique with your child and evaluate that self-administration is safe and appropriate. You and your child must then sign the self-administration assessment and contract form.

All children in grades K-12 must notify the school nurse immediately following each use of an inhaler and sign off such self-administration on the medication record.

The student will be held responsible to keep their inhaler in a safe place that is not accessible to other students. If any irresponsible behavior is observed in the use of the inhaler, such as sharing medication with another student, the inhaler will immediately be confiscated and parent notified of the loss of the privilege to self-administer. **It is highly recommended that you keep an additional inhaler in the Health Office should your child forget his/her inhaler.**

Standing Orders for Medications

- Hydrocortisone 1% or 0.5%, Calamine, or Caladryl lotion for minor rashes or insect bites.
- Throat lozenges, sprays, or warm salt water gargles.
- Afrin Spray 2 sprays on a Q-tip, rub inside nose, pinch nose—for prolonged nosebleeds.
- Hydrogen peroxide, alcohol, first aid/burn cream, Triple Antibiotic Ointment, Bacitracin, Foille Ointment, and Neosporin Ointment for abrasions, minor burns, lacerations, and puncture wounds.
- Sting Kill Topical Anesthetic Swabs for insect bites.
- Saline, Opti-Free, or multi-purpose contact solution on students with contact lenses.
- Natural tears for students without contact lenses for irritated eyes.
- Blistex or Anbesol for oral issues.
- Claritin Eye, Refresh Eye Itch Relief, or an equal product for eyes irritated due to allergies, which do not respond to Natural Tears or cold compresses for students in grades 6-12.
- Acetaminophen (Tylenol) 325 mg, 1-2 tablets, no more than every 4 hours, to students in grades 6-12 with parental consent.

- Ibuprofen 200 mg (Motrin, Advil) 1-2 tablets no more than every 6-8 hours to students in grades 6-12 with parental consent.
- Chewable antacids to students in grades 6-12 (with parental consent) for an upset stomach.
- Pepto-Bismol for mild diarrhea during non-flu season months to students in grades 6-12 with parental consent.
- Dramamine 50 mg q 4-6 hours to students in grades 6-12 with parent permission only for field trips. Max dose of 8 tablets in 24 hours.
- 2 puffs Albuterol inhaler to staff/students x 1 dose for severe shortness of breath, wheezing, severe coughing—for emergency situations
- Intranasal Naloxone to a person who is strongly suspected to be experiencing an opioid overdose according to attached Naloxone guidelines and procedure
- Epinephrine is available for the life-threatening emergency treatment of allergic reactions (anaphylaxis) to insect bites or stings, foods, drugs, or other allergens, as well as idiopathic or exercise-induced anaphylaxis. Epinephrine 0.3 mg (adult): for individuals over 66 pounds; epinephrine 0.15 mg (child): for individuals 33-66 pounds. For individuals having a more mild allergic reaction, Benadryl (diphenhydramine) or Zyrtec (cetirizine) may be administered by a nurse. Doses of these medications may be weight dependent for children under 12 years of age. Parents will be notified if Benadryl/Zyrtec is required. Parents/EMS will be notified if emergency epinephrine is required.

WELLNESS

The Child Nutrition and WIC Reauthorization Act of 2004 (Public Law 108-265) requires all public-school districts to develop local wellness policies that address nutrition, physical activity, and health education. Nutrition guidelines must be developed for all foods available on each school campus during the school day with the objectives of promoting student health and reducing childhood obesity.

To develop a policy and initiate action plans, a committee of students, parents, the school board, the administration, the Food Services Department, and the public was formed to review current practices and develop guidelines for the future. Some procedures will be implemented district-wide, while others will be unique to the individual building. Particular attention was given to the many food allergies that students may have, thus leading to limitations on food selections that must be considered both in the district Food Services Department as well as in the individual classrooms.

Minimal changes will occur within the Food Services Department as South Fayette met or exceeded most of the guidelines provided by the Pennsylvania Department of Education. The following district-wide "actions" will be implemented:

- Each building will form a committee of parents, staff, students, and administrators to review nutrition standards and develop a plan for classroom parties, celebrations, snacks, etc.
- All groups associated with the school district will be encouraged to promote wellness that leads to good choices being made relative to nutrition, physical activity, and health.

Important Information Related to Student Wellness in the High School:Lunch—A nutritious lunch that meets the guidelines of the student wellness policy is available for purchase each day. If you choose to have your child bring lunch from home, you are encouraged to make the lunch nutritious.

STUDENT SUPPORT SERVICES

STUDENT SERVICES

South Fayette High School is committed to supporting the academic, social, emotional, and mental well-being of every student. A variety of services and supports are available to help students navigate challenges, build skills, and thrive both in and out of the classroom.

Available services may include:

- **School Counseling Services** – Support with academic planning, postsecondary exploration, social-emotional concerns, and student advocacy.
- **School Social Work Services** – Assistance with personal, family, attendance, and school-related concerns, as well as connections to community resources.
- **AHN Chill Project** – A dedicated space and support program designed to help students manage stress, regulate emotions, build coping skills, and access mental health resources when needed.
- **Student Assistance and Wellness Supports** – Additional resources and interventions may be available to address student well-being, mental health, and overall success.

Students and families seeking support are encouraged to contact a school counselor, administrator, social worker, or trusted staff member for assistance.

MCKINNEY-VENTO ACT

In compliance with the federal McKinney-Vento Homeless Assistance Act, South Fayette Township School District makes every attempt to identify all children within the District that may be experiencing homelessness. Under McKinney-Vento, all school districts are responsible for identifying students experiencing homelessness and connecting them with the resources needed to ensure academic success. **You may qualify for certain rights and protections under the federal McKinney-Vento Act.**

Children who are experiencing homelessness may qualify for assistance with free school lunch, school supplies/materials, tutoring, and transportation so that they can remain in their school of origin throughout the duration of their homeless episode. **Additionally, the district partners with local community agencies such as the Bridgeville Community Food Bank, Salvation Army (Chartiers Valley Service Center), Goodwill (Heidelberg Outlet), and South Hills Interfaith Ministry (SHIM).**

Who is considered homeless? Children or youth living in a shelter, transitional housing, hotel/motel, vehicle, campground, on the street, or doubled up with friends or family due to a lack of alternate resources are considered homeless. An unaccompanied homeless youth is a child or youth that is not in the care of their parent or legal guardian and meets the definition of homeless under McKinney-Vento.

Where can students experiencing homelessness attend school? The law indicates that homeless students have the right to remain in their school of origin (the school they attended at the time of the homeless episode or last school attended) through the end of the school year in which they find permanent housing, provided it is in the child/youth's best interest.

If through consultation between the school and the family and/or unaccompanied youth it is determined that remaining in the school of origin is not in the student's best interest, then the student has the right to immediately enroll in the school that non-homeless students living in the attendance area in which the child/youth is actually living are eligible to attend, even if they do not have all of the required documentation. Additionally, unaccompanied homeless youth have the right to immediately enroll in school, even if they do not have a legal guardian present.

What support can school districts provide to homeless students? Homeless students are eligible for support and services to remove barriers to educational success. This may include transportation to the school of origin, free meals, referrals to physical/mental health providers, clothing to meet school requirements, access to school

supplies and resources, assistance with credit recovery, tutoring supports, expedited evaluations, and assistance to participate in school activities, including parent engagement opportunities, sports, clubs, etc.

If you believe you know of families or individual students that may qualify for this service, please contact Dr. Kellee Oliver, Director of Student Support Services, at kjoliver@southfayette.org or 412.221.4542 x429.

ESL (ENGLISH AS A SECOND LANGUAGE)

South Fayette Township School District offers a K-12 English as a Second Language (ESL) Program through the Allegheny Intermediate Unit. The ESL program is designed to provide non-native English-speaking students with the language skills they need to participate successfully in content area classes. To meet this goal, ESL instruction addresses the ESL and Pennsylvania Academic Standards in Reading, Writing, Speaking, and Listening to enable full participation. The emphasis placed on achieving benchmarks is adjusted to the needs of the individual student. An underlying objective is to provide a source of support as the student seeks to understand and adapt to his or her new cultural and academic setting. ESL teachers work to develop an appreciation of their students' strengths within the school setting and to ensure full access to the range of educational opportunities available at South Fayette Township School District. If you have any questions regarding English as a second language, please call Amy Brooks at 412-221-4542, Ext. 428.

SERVICES FOR DISABLED PRESCHOOL-AGE CHILDREN

Services for special needs children below school age who reside in suburban Allegheny County are provided for through two different systems linked by a transition process. Birth through age two programming is provided through the Pennsylvania Department of Welfare funding and is coordinated by the Alliance for Infants and Toddlers, Inc. Students who are three years old to entry age are serviced through the Pennsylvania Department of Education funding. This preschool program is presently coordinated by the Allegheny Intermediate Unit's Early Childhood and Family Support Services program, Preschool Early Intervention.

For more information, please contact the Alliance for Infants and Toddlers, Inc. at 412-431-1905 or the Allegheny Intermediate Unit/Preschool Early Intervention Program at 412-394-5736.

SERVICES FOR SCHOOL-AGE EXCEPTIONAL STUDENTS

The school district provides a free, appropriate public education to exceptional students according to state and federal mandates. To be eligible, the child must be of school age, need specially designed instruction, and meet eligibility criteria for being mentally gifted and/or having one or more of the following physical or mental disabilities as set forth in the Individuals with Disabilities Education Act, which was reauthorized in 1997 (IDEA–97):

- Autism/Pervasive Developmental Disorder
- Blindness/Visual Impairment
- Deaf Blindness
- Deafness/Hearing Impairment
- Physical Disability
- Emotional Disturbance
- Specific Learning Disability
- Speech and Language Impairment
- Intellectual Disabilities
- Multiple Disabilities
- Orthopedic Impairment
- Traumatic Brain Injury
- Other Health Impairment

Identified students are provided with a continuum of services designed to meet the individual needs of eligible students. These services may include supportive intervention in the regular class, supplemental intervention in the regular class or in a special education resource program, placement in a part-time or full-time special education class in a regular school, or placement in a full-time special education class outside of the regular school. The

extent of special education services and the location for the delivery of such services are determined by the parents and staff at the IEP team meeting and are based on the student's identified needs and abilities, chronological age, and the intensity of the specified intervention. The school district also provides related services, such as transportation, physical therapy, and occupational therapy, that are required to enable the student to derive educational benefits.

Parents of public-school students who suspect that their child is exceptional and in need of special education may request a multidisciplinary team evaluation of their child through a written request to the district Director of Student Support Services.

SCREENING AND EVALUATION

South Fayette Township School District has a three-part screening process in place that identifies any student who may need special education.

Level 1 - Review of Group-Based Data

The building-level school counselors review report cards, health records, and group-based testing such as the Pennsylvania State Assessment results. For incoming kindergarten students, results from the Early Screening Profile are examined. Data gathered through a thorough review of these records may prompt a referral for screening a child for special education.

Level 2—Review of Hearing, Vision, Motor, Speech, and Language

The District routinely conducts screenings of a child's hearing acuity each year in kindergarten, first, second, third, seventh, and eleventh grade; vision acuity each year from kindergarten through grade 12; and speech and language mid-year in kindergarten. Gross motor and fine motor skills are assessed by the classroom teacher on an ongoing basis. Specified needs from all of these screening sources are noted within the child's official file.

Level 3 - Instructional Support

The Instructional Support Team (IST) is an innovative program whose goals are to maximize individual student success in the regular classroom while at the same time serving as a screening process for students who may need special education services. IST is a positive, success-oriented program that uses specific assessment and intervention techniques to help remove educational, behavioral, or affective stumbling blocks for all students in the regular classroom. At South Fayette, the IST program runs from kindergarten until grade 8. Referrals for IST intervention may be initiated by the parent or classroom teacher.

The Instructional Support Team includes your child's classroom teacher, the school principal, the instructional support teacher, the school counselor, a *Title I* teacher, a learning support teacher, and a grade-level teacher. Parents are encouraged to participate as active partners in the process. The school psychologist, speech therapist, school nurse, and representatives from community agencies also serve on the IST, depending on the needs of the students.

The IST process involves three steps:

(1) Identifying a student's need for academic and behavior support
(2) Determining strategies needed for assisting the student
(3) Implementing intervention strategies through a continuum of services

After an initial assessment of the student's academic, behavioral, and/or coping skills, the IST recommends strategies to be implemented to help the student achieve success in the regular classroom. The team determines what support is needed for the student to maintain a level of success in the classroom. These strategies are implemented, monitored, and then evaluated by the team after 30 days, based on goals set for the student. If the student's teachers report a positive change, the strategies are continued. If there is no progress, the student may be referred for a multidisciplinary evaluation (MDE).

THE MULTIDISCIPLINARY EVALUATION (MDE)

The MDE is a process to gather information that will be used to find out if children really do need special education and, if so, the types of services needed.

Prior to an MDE, the District must obtain permission via the Permission to Evaluate form. Before an evaluation can occur, the form must be signed by the parent or legal guardian.

Evaluations are conducted by a certified school psychologist. Additional information is provided by the parents, classroom teacher, instructional support teacher, and other pertinent individuals that work with the student. All of this information is compiled into an Evaluation Report (ER). This report will recommend whether a child has one or more disabilities or mental giftedness. It also recommends whether or not the child requires special education and the type of program and services that the child needs. The ER may recommend that a child is not exceptional and therefore does not need special education services. If this is recommended, the report will list changes that may be made in the regular classroom to make the child more successful. All members of the MDT, including the parents, are entitled to review the ER.

Reevaluations for students who are eligible for special education services are compiled every two years or when requested by one or more members of the IEP team (please see information on Individualized Education Plans).

INDIVIDUALIZED EDUCATION PLAN

Children who are regarded to be exceptional by the MDT team are entitled to receive special education services. The document that specifically addresses these services is called an Individual Education Plan (IEP). Required members of the IEP team include:

- The child's parents
- At least one of your child's regular education teachers
- At least one special education teacher
- A representative from the school district who:
  (1) Is qualified to provide or supervise special education programs
  (2) Knows about the general curriculum
  (3) Knows what resources the Local Education Agency (LEA) can offer

- Someone who can interpret the evaluation results, who may already be a member of the team
- At your request or that of the school, other people who know your child well or who have worked with your child
- Your child (at age 16 when planning will be done for life after graduation or any time before that age when you want your child to be present)
- A representative from a vocational-technical school if a vocational-technical school is being considered for your child

The IEP will review all of the evaluation material and will determine how your child is performing in school now. The IEP team will write annual goals and short-term learning objectives that can be measured and which meet the needs of your child.

IEPs for eligible students are developed on an annual basis, or sooner, if requested by one or more members of the IEP team.

NOTICE OF RECOMMENDED EDUCATIONAL PLACEMENT

Once the IEP has been developed with the IEP team, you will receive a Notice of Recommended Educational Placement (NOREP). The NOREP explains the placement or class recommended for your child and explains your rights. You must approve the NOREP in writing for your child's first special education placement if you want it to go into effect.

South Fayette Township School District offers a continuum of educational services designed to meet the needs of eligible students, including varying degrees of gifted, learning, and speech and language support. In addition, related services such as transportation, occupational therapy, physical therapy, vision support, and deaf and hearing support are available to those students that qualify.

Detailed information regarding special education procedures may be obtained by calling the Special Education Department at South Fayette Schools, 412-221-4542, extensions 428, 415, or 429.

OUTSIDE COUNSELORS AND SUPPORT RESOURCES

In the event of a tragic event impacting South Fayette High School or the broader community, the South Fayette Township School District may enlist the assistance of outside counseling agencies and additional support resources to help students and staff navigate difficult circumstances. Outside counseling services may be provided by professional agencies experienced in supporting schools during times of crisis. Information regarding these resources will be made available to students and families who wish to access additional support. In addition, certified therapy dogs are a regular part of the South Fayette High School community and may also be utilized during times of increased need.

If you do not wish for your child to have access to these resources during such circumstances, please complete the form below and return it to the High School Counseling Office. All information will be kept confidential.

PARENT OPT-OUT FORM

I, _____ (Parent's Name), parent/guardian of _____
(Student's Name) would hereby like to inform South Fayette High School that I do not grant my child permission to meet with outside counselors or counseling agencies in the instance of a serious or tragic event impacting South Fayette Township or the school. Furthermore, I realize that should I desire to arrange outside counseling to assist my child in dealing with such an event, I can obtain the phone numbers or addresses for such agencies by contacting the school Counseling Department at 412-221-4542, Ext. 250.

Parent's Signature _____ Date _____

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SERVICES FOR PROTECTED HANDICAPPED STUDENTS

There are instances in which students are identified as handicapped or disabled but may not qualify for special education services. If it is determined necessary, the school district will provide these students, without discrimination or cost to the student or family, those related aids, services, or accommodations that are needed to ensure equal opportunity to participate in and obtain the benefits of the school programs and extracurricular activities. These services are outlined in a Chapter 15 Service Agreement. Questions regarding Chapter 15 should be directed to the Special Education Department at 412-221-4542, extensions 428, 415, or 429.

GIFTED SCREENING PROCEDURES

According to the Pennsylvania Regulations and Standards in Special Education, mentally gifted pupils are defined as having:

> *"Outstanding intellectual and creative abilities, the development of which requires special services not usually available in the regular education program. This term includes a person who has an IQ of*

130 or higher and when multiple criteria as set forth in the Department of Education guidelines indicate gifted ability. Determination of gifted ability shall not be based on IQ score alone. Intellectual ability is and should reflect a range of assessments, including a student's performance as well as potential. A person with an IQ score lower than 130 may be admitted to gifted programs when other educational criteria in the profile of the person strongly indicate gifted ability. Determination of mentally gifted shall include a full assessment and comprehensive report by a public-school psychologist specifying the nature and degree of the ability."

South Fayette Township School District has established procedures whereby the principals, or their designees, will review student performance data. These procedures include, but are not limited to, standardized and criterion-referenced test data, developmental checklists, anecdotal records, curriculum-based assessments, formative evaluation procedures, and portfolios in order to assist in the early identification of any student who may require differentiated instruction. Teachers, parents, and administrators form the team to discuss strengths of the child and strategies to meet the child's needs (strengths). The team meets according to a timeline developed by the district to monitor and assess the development and progress of the student. If the team agrees that the child's needs are not being addressed, a multidisciplinary evaluation will be initiated upon written permission from the parents. If appropriate, an IEP will be written.

Parents in need of additional resources regarding gifted education can consult the following resources:

- Association for Supervision and Curriculum Development
  Challenging the Gifted in the Regular Classroom
- Pennsylvania Department of Education, Bureau of Special Education Guidelines: *Education of Mentally Gifted Students*
- Winebrenner, Susan: *Teaching Gifted Kids in the Regular* Classroom

Further information about these procedures may be obtained by calling the Special Education Department at 412-221-4542, extensions 428, 429, and 415.

SERVICES FOR STUDENTS IN NONPUBLIC SCHOOLS

Public special education is accessible to resident students attending nonpublic schools by permitting the nonpublic school student to enroll on a part-time, dual enrollment basis in a special education program operated in a public school. Students in a non-public school who are suspected of having a disability will need to be referred for an MDE.

Parents of nonpublic school students who suspect that their child is exceptional and in need of special education may request a multidisciplinary team evaluation of their child through a written request to the district Director of Student Support Services.

SOUTH FAYETTE TOWNSHIP SCHOOL DISTRICT REQUIRED ANNUAL NOTICES

To view the current Annual Notices, please visit the Pupil Services section under the "District Services" tab of the school district's website. To contact the **Student Support Services**, the contact information is below. Please call the main school line at 412-221-4542, then the direct extension.

Dr. Kellee Oliver, Director of Student Support Services
Extension 429 *kjoliver@southfayette.org*

Dr. Conchetta Bell, Assistant Director of Student Support Services
School Psychologist/Transition and 504 Plan Services Coordinator
Extension 404 *clbell@southfayette.org*

Mr. Hunter Barnhart, Assistant Director of Student Support Services K-8
Extension (TBD) *hlbarnhart@southfayette.org*

Mrs. Katelyn Romain, Assistant Director of Student Support Services Grades 9-12/School Psychologist
Extension 218 *knromain@southfayette.org*

Ms. Brittany Underwood, School Psychologist/Behavior Specialist
Extension (TBD) *blunderwood@southfayette.org*

Mrs. Amy Brooks, Administrative Assistant to the Director of Student Support Services
Extension 428 ajbrooks@southfayette.org

Ms. Natalie Macek, Administrative Assistant/ACCESS Coordinator
Extension 403 njmacek@southfayette.org

STUDENT CODE OF CONDUCT

Positive Behavior Intervention Supports (PBIS): At South Fayette Township School District, we are committed to fostering a positive, inclusive, and supportive learning environment for all students. Our approach to Positive Behavior Intervention Supports (PBIS) is designed to enhance the overall school climate by promoting and recognizing positive behaviors, thereby reducing disciplinary incidents and improving academic outcomes.

"The South Fayette Way": The foundation of our PBIS framework is the "South Fayette Way," which emphasizes three core values: Safety, Kindness, and Responsibility. These values guide our interactions and behaviors, creating a cohesive and respectful community.

Be Safe: We ensure a safe environment for ourselves and others. This includes following safety rules, being aware of our surroundings, and making choices that protect the well-being of everyone in our school.

Be Kind: We practice kindness in all our interactions. This means offering help to those in need, being inclusive and supportive, and addressing conflicts with empathy and understanding.

Be Responsible: We take responsibility for our actions and their impact on others. This involves making thoughtful choices, following school rules, and contributing positively to our school community.

Implementation of PBIS: To effectively implement PBIS, we will:

- **Set Clear Expectations:** Clearly define and teach the behavioral expectations aligned with the South Fayette Way in various school settings (classrooms, hallways, cafeteria, playground, etc.).
- **Positive Reinforcement:** Recognize and reward students for demonstrating positive behaviors through a variety of incentives and acknowledgments, such as praise, rewards, and special privileges.
- **Consistent Consequences:** Apply consistent and fair consequences for inappropriate behaviors, ensuring that students understand the connection between their actions and the outcomes.
- **Data-Driven Decision Making:** Use behavioral data to monitor progress, identify areas for improvement, and make informed decisions about interventions and supports.
- **Collaboration and Communication:** Foster a collaborative environment among staff, students, and families to support the implementation of PBIS. Regularly communicate our goals, strategies, and successes with the entire school community.

By embracing the South Fayette Way and the principles of PBIS, we strive to create a nurturing and effective educational environment where every student can thrive academically, socially, and emotionally. Together, we can build a school culture that exemplifies safety, kindness, and responsibility.

PUNITIVE VS. RESTORATIVE DISCIPLINE

PUNITIVE	RESTORATIVE
"Misbehavior" is defined as breaking school rules or letting school down.	"Misbehavior" is defined as harm (emotional/mental/physical) done to one person/group by another.
Focus is on what happened and establishing blame or guilt.	Focus on problem-solving by expressing feelings and needs and exploring how to address problems in the future.
Adversarial relationship and process. Includes an authority figure with power to decide on a penalty in conflict with the wrongdoer.	Dialogue and negotiation with everyone involved in communication and cooperation with each other.
Imposition of pain or unpleasantness to punish and deter/prevent.	Restitution as a means of restoring both parties, the goal being reconciliation and acknowledging responsibility for choices.
Attention to rules and adherence to due process.	Attention to relationships and achievement of a mutually desired outcome.
Conflict/wrongdoing represented as impersonal and abstract; individual versus school.	Conflict/wrongdoing recognized as interpersonal conflicts with opportunity for learning.
One social injury compounded by another.	Focus on repair of social injury/damage.
School community as spectators, represented by member of staff dealing with situation; those directly affected uninvolved and powerless.	School community involved in facilitating restoration; those affected taken into consideration; empowerment.
Accountability defined in terms of receiving punishment.	Accountability defined as understanding impact of actions, taking responsibility for choices, and suggesting ways to repair harm.

PUNITIVE DISCIPLINE ASKS…	RESTORATIVE JUSTICE ASKS…
What rule was broken?	Who was harmed?
Who broke it?	What are their needs?
How should they be punished?	Who will be held accountable for making things right?

PUNITIVE DISCIPLINE PRACTICES…*	RESTORATIVE JUSTICE PRACTICES…*
Lecturing Students	Student-Student Mediations
Self-Directed Detentions	Staff-Student Mediations
In School Suspension	Peace Circles
Out of School Suspension	Reinstatement Conversations
Expulsion	Community Building Circles

*It should be noted that punitive and restorative discipline can, and will be, used in tandem. However, each discipline infraction will involve a Restorative Justice practice, but not necessarily a Punitive Discipline practice. For example, when a student is returning from suspension, they will, at a minimum, engage in a restorative reinstatement conversation.

Macready, T. (2009). Learning social responsibility in schools: A restorative practice. *Educational Psychology in Practice, 25(3),* 211-220.

The Denver School-Based Restorative Practices Partnership Step-by-Step Guide to Implementation

Oakland Unified School District Restorative Justice Implementation Guide: Whole School Approach

DISCIPLINE PROCEDURES

At South Fayette High School, discipline is intended to promote accountability, encourage personal growth, restore relationships when appropriate, and support students in making positive choices. Responses to student behavior are designed to be educational, restorative, and developmentally appropriate while maintaining a safe and productive learning environment. Consequences and interventions are determined based on the nature, severity, and frequency of the behavior, as well as the individual circumstances of the situation. Students are expected to complete assigned disciplinary obligations in a timely manner and work collaboratively with school staff to restore good standing within the school community.

When a student does not fulfill an assigned disciplinary obligation, additional supports, interventions, or consequences may be implemented. These may include:

- Reassignment of the disciplinary obligation.
- Additional restorative or educational interventions.
- Parent/guardian communication and problem-solving meetings.
- Temporary restriction from extracurricular activities, field trips, dances, performances, athletic events, and other school-sponsored activities.
- Additional disciplinary action as determined by school administration.

Students with unresolved disciplinary obligations may be temporarily ineligible to participate in certain school-sponsored activities until those obligations have been completed. School administrators will consider the individual circumstances of each situation and may work with students and families to develop a plan for successfully fulfilling disciplinary responsibilities and restoring eligibility.

Disciplinary responses may include, but are not limited to, the following:

Detention- A teacher, Dean of Students, or any administrator may assign a detention for behaviors that disrupt the learning environment or fail to meet classroom expectations. Faculty detentions are supervised by a teacher and may include reflection activities, restorative practices, or assigned schoolwork.

- **Lunch Detention**
- **Wednesday Detention 2:10pm- 4:30pm**
- **Saturday Detention 9:00am- 12:00pm**

SFHS DETENTION FLOW CHART

Wednesday Detention: Attended Detention - Obligation fulfilled **OR** "No Show" at Detention - Saturday Detention assigned

Saturday Detention: Attended Detention - Obligation fulfilled **OR** "No Show" at Detention - Two (2) Saturday Detentions assigned and no activities outside of classroom for following week

- **First Saturday Detention** - Attended - Resume activities and will attend second Saturday Detention **OR** "No Show" at first Saturday Detention - Three Saturday Detentions assigned and no activities outside of classroom until obligation is fulfilled
- **First Saturday Detention -** Attended and will attend following 2nd and 3rd Detentions **OR** "No Show"- Suspended (45 days loss of activity privileges)
- **Second Saturday Detention -** Attended and will attend 3rd Detention **OR** "No Show"- Suspended (45 days loss of activity privileges)
- **Third Saturday Detention -** Attended- Obligation fulfilled **OR** "No Show"- Suspended (45 days loss of activity privileges)
- **Second Saturday Detention** - Attended both Detentions - Obligation Fulfilled OR "No Show" at second Detention - 2 Saturday Detentions assigned and no activities outside of classroom until obligation is fulfilled

- **First Saturday Detention -** Attended and will attend 2nd Saturday Detention OR "No Show"- Suspended (45 days loss of activity privileges)
- **Second Saturday Detention** - Attended - Obligation fulfilled OR "No Show"- Suspended (45 days loss of activity privileges)

*Activity Privileges are defined as all school activities outside the normal classroom, to include but not be limited to assemblies, pep rallies, field trips, marching band, choral and band concerts, running for offices or homecoming court, and evening activities such as sporting events, dances, prom, homecoming dance, and graduation ceremony.

*If a student does not attend Saturday detention, the loss of activity privileges will be in effect from Saturday (12:00 P.M.) through the following Saturday (12:00 P.M.)

Community Service- Community service may be assigned as a disciplinary consequence when appropriate. Community service is intended to promote responsibility, accountability, and positive contributions to the school or community. Students are expected to complete all assigned service requirements within the designated timeframe.

Expulsion- Expulsion is the exclusion of a student from school for a period exceeding ten (10) school days and may be considered for serious or repeated violations of the Student Code of Conduct. Expulsion decisions are made by the Board of School Directors in accordance with applicable laws, regulations, and District policy.

Out-of-School Suspension- Out-of-school suspension involves the temporary removal of a student from school and school-sponsored activities. Suspensions may be assigned when student behavior significantly disrupts the learning environment, threatens safety, or violates Board policy or the Student Code of Conduct. Students who are suspended may not participate in or attend school-sponsored activities and may not be present on school property during the period of suspension unless authorized by school administration. Students and families will be afforded all procedural rights required by law and District policy.

Restorative and Educational Responses- South Fayette High School is committed to fostering a safe, respectful, and inclusive learning environment. When harm occurs, our goal is not only to address the behavior but also to support learning, accountability, relationship-building, and community restoration.

In addition to traditional disciplinary consequences, the school may utilize restorative practices, educational interventions, behavior contracts, counseling supports, conflict resolution, mediation, reflection activities, and other strategies designed to help students learn from their actions, repair harm when appropriate, and successfully re-engage in the school community.

Restorative practices encourage students to:
- Understand the impact of their actions on others.
- Take responsibility for their behavior.
- Repair harm when possible and appropriate.
- Rebuild trust and relationships.
- Develop the skills needed to make positive choices in the future.

When appropriate, restorative processes may involve students, families, staff members, counselors, social workers, or other individuals affected by the situation. Participation in restorative conversations or mediation may be voluntary and dependent upon the circumstances.
Through restorative and educational responses, South Fayette seeks to promote accountability, empathy, problem-solving, and personal growth while maintaining a safe and supportive school community.

South Fayette High School believes that accountability includes both addressing behavior and repairing harm when appropriate. As a result, restorative practices may be used alongside traditional disciplinary

consequences. Depending on the situation, students may participate in restorative conversations, mediation, reflection activities, conflict resolution, or other interventions designed to strengthen relationships, rebuild trust, and support personal growth.

LEVELS OF BEHAVIORS & CONSEQUENCES

LEVEL I

Level I misconduct involves minor misbehavior on the part of the student, which impedes orderly classroom procedure or interferes with the orderly operation of the school and/or school-sponsored activities.

These behaviors are to be handled by the individual staff member; however, such misbehavior may be indicative of a problem that should be referred to appropriate support staff. An accurate record of the offense, intervention, and disciplinary action must be maintained by the staff member. Reoccurrence of the misbehavior may require a referral to the administration for further intervention and disciplinary action.

Examples of Level I Offenses:

- Minor disruptive behavior
- Classroom tardiness
- Disrespectful language or gesture (minor)
- Non-defiant failure to carry out directions
- Cheating*
- Insubordination related to classroom expectations

***CHEATING**

Academic integrity is a cornerstone of learning and personal responsibility. Students are expected to complete and submit work that honestly reflects their own learning, effort, and understanding.

Academic integrity violations may include, but are not limited to:

- Copying or allowing another student to copy assignments, assessments, or coursework
- Using unauthorized resources during quizzes, tests, or other assessments
- Sharing, obtaining, photographing, distributing, or accessing assessment materials without permission
- Plagiarism, including presenting another person's words, ideas, research, or creative work as one's own
- Submitting work completed by another person
- Unauthorized collaboration on individual assignments
- Misrepresenting sources or falsifying information
- Accessing, altering, or attempting to alter academic records or electronic files
- Using artificial intelligence (AI), technology, or digital tools in a manner that violates teacher expectations or assignment guidelines
- Any other action that compromises the integrity of the learning or assessment process

Students are expected to follow teacher expectations regarding collaboration, technology use, artificial intelligence, and assessment procedures. When questions arise, students should seek clarification from their teacher before submitting work.

Violations of academic integrity will result in appropriate academic and disciplinary responses. Consequences may vary depending on the nature, severity, and frequency of the violation and may include:

- Loss of credit for the assignment or assessment
- Requirement to complete an alternative assignment or assessment
- Parent/guardian notification
- Student, teacher, and administrator conference
- Documentation of the incident
- Restriction of technology privileges when applicable
- Additional disciplinary responses consistent with the Student Code of Conduct

Repeated or significant violations may result in more serious academic and disciplinary consequences.

The school reserves the right to investigate suspected violations and determine appropriate consequences based on the circumstances of each case.

First Offense - Student will receive a "0" for the work. The faculty member will contact the parent by phone, and a follow-up letter will be sent by the faculty member. A copy of the documentation will be placed in the student's discipline file.

Second Offense (in any class)—Student will receive a "0" grade for the assignment and no greater than a 64% for the current nine (9) week grading period. A parent/teacher conference will be held with the student and an administrator. Written documentation will be placed in the student's discipline file.

Third Offense (in any class)—The student will receive a failing grade for the course and face a possible hearing before the Board of Education. A parent conference will be held with the principal. Written documentation will be placed in the student's discipline file.

***Note: Use** of the computers to cheat will result in revocation or restriction of computer privileges. Students involved in cheating who are not currently enrolled in the course will receive a disciplinary consequence for their actions.

Listed below are options available to staff members for Level I Discipline:

- Verbal Reprimand
- Student Conference
- Special Assignment
- Behavioral Contract
- Conference with student/teacher/counselor
- Conference with parent/student/teacher
- Teacher assigned and monitored detention
- Restorative action/reflection/lesson

After the above disciplinary options have been exhausted, the discipline may proceed to Level II.

LEVEL II

Level II involves behavior whose frequency or seriousness tends to disrupt the learning climate of the school or school-sponsored activity. These infractions may result from the continuation of Level I behaviors and require the intervention of personnel on the administrative level or other specified persons. **Teachers are required to: (1) Discuss all disciplinary referrals with the student. (2) Communicate appropriately with the parent or guardian prior to submitting the referral. (3) Turn in the referral to the Student Center.** A proper and accurate record of the offense is documented by the staff member, and the student is referred to the administration for appropriate disciplinary action.

The staff member meets with the student to review documentation and assign appropriate disciplinary consequences.
The teacher/parent/student is informed of the action.
A proper and accurate record of the offense and the disciplinary action is maintained, with a copy forwarded to the teacher.

Examples of Level II Behaviors:

- Forgery (minor)
- Verbal Altercation
- Defiance
- Insubordination
- Presence in unauthorized area of building/campus
- Trespassing during suspension
- Racial/Ethnic or other insensitivity
- Continuation of unmodified Level I behaviors
- Minor destruction of school property (consequence includes restitution)
- Minor theft
- Dress Code Violations* (see Page 25)
- Possession of lighters, matches, and/or tobacco paraphernalia**
- Possession and/or use of tobacco products (see special instructions below) **
- Lying to faculty, staff, or administration
- Inappropriate language not directed at a person
- Driving to school without authorization
- Driving/Parking violations

- Safety violations
- Physical Altercation
- Bus violations (minor)
- Failure to attend teacher after-school detention
- Public display of affection
- Unauthorized use of electronic and/or digital devices
- Failure to submit an excuse to the administrative assistant in the Student Center within three (3) days
- Possession/use of ***vaporizers/vape pens/electronic cigarettes or any related devices.***

Listed below are possible consequences available to the dean for Level II discipline:

- Wednesday Detention – parental contact by letter/telephone
- Saturday Detention – parental contact by letter/telephone
- Conference with parent/guardian/student/administrator
- One day out-of-school suspension - parental contact by letter/telephone
- Loss of driving privileges for two (2) weeks
- Required conference with parent/guardian/student/administrator for reinstatement
- Other referrals as deemed appropriate by the administration
- Proceed to Level III disciplinary action
- Confiscation of device by staff member and submission to office
- The device is only returned to the parent/guardian.
- Attendance at a Smokeless Saturday program.
- Restorative action/reflection/lesson
- Possession/use of vape pens, electronic cigarettes, or any related devices. (SEE BELOW)**

***** Initial minor dress code violations will be attempted to be resolved by conference with the student and dean/administrators. Subsequent violations will result in further disciplinary consequences.

**Incidents involving these offenses will result in issuance of a citation.

LEVEL III

Level III misconduct involves behavior on the part of the student that includes acts directed towards persons/property, impedes orderly classroom procedure, and/or interferes with the orderly operation of the school and/or school-sponsored activities. These infractions may result from the continuation of Level II behaviors but more frequently may be construed as more serious in nature and require the immediate intervention of personnel on the administrative level. **Teachers are required to: (1) Discuss all disciplinary referrals with the student. (2) Communicate appropriately with the parent or guardian prior to submitting the referral. (3) Submit referral to the Student Center.**

Those acts, which are criminal in nature, may automatically be referred to the appropriate law enforcement office. Disciplinary action will be taken in all cases, and parents or guardians will be informed by letter of the infraction.

Level III suspensions are imposed on students whose behaviors threaten the safety and well-being of the students and staff. No person has the right to threaten or harm anyone in our school and/or cause a major disturbance to the school environment.

Examples of Level III Behaviors

- Physical fighting*
- Assault*
- Use of profane/obscene abusive language or gestures directed at a person
- Sexting
- Open defiance of a member of the staff
- Bullying/Cyberbullying
- Disrespect toward a member of the staff or visitor to the school district
- Harassment (major or continued)*

- Extortion
- Ethnic/Racial or other intimidation****
- Forgery (major)
- Truancy**
- Any rule violation on a school-sponsored trip
- Violation of drug and alcohol policy
- Major theft (consequences include restitution—circumstances reviewed as major or minor)
- Possession or distribution of pornographic materials
- Continuation of unmodified Level II behavior
- Threats to staff members (minor)
- ***Behaviors which do or have the potential to endanger the safety and well-being of others
- Vandalism (minor)—consequence includes restitution

*Incidents involving these offenses will result in issuance of a citation.
** Any student who is truant and has a parking permit will lose that permit for 45 consecutive days. If a student is truant a second time, his/her permit is lost for the remainder of the year.
***May result in a disorderly conduct citation.
****Will result in a restorative practice.

Listed below are possible consequences for Level III discipline:

- 2 Saturday detentions
- 2 Saturday detentions with community service
- 1-3 days out of school suspension - parental contact by letter/telephone
- Required conference with parent/guardian/student/administrator/counselor for reinstatement
- Restorative action/reflection/lesson
- 10 days out of school suspension - parental contact by letter/telephone
- Superintendent review
- Proceed to Level IV discipline

***Note**: A student who commits a total of three (3) or more Level III and/or Level IV violations **will** be denied the privilege of participating in any extracurricular activity, interscholastic or school-sponsored event. This penalty applies to school trips and grade-level activities, including dances, class celebrations, and the graduation ceremony.

Although the consequences above are available for discipline, the specific discipline will be determined by an investigation of the incident and be consistent with policies and procedures.

LEVEL IV

Level IV misconduct involves behavior on the part of the student, which includes acts of violence directed towards persons/property, which pose a threat to the health, safety, welfare, and/or morals of others in the school, and/or materially disrupt the educational environment. Included in Level IV violations are unmodified Level I, II, and III actions, which result in the immediate removal of the student from the school, the intervention of law enforcement authorities, and action by the Board of School Directors. Parents or guardians will be contacted by phone as soon as possible. A letter will also be forwarded with the infraction and disciplinary action taken in all cases.

Examples of Level IV Behaviors:

- Physical assault on a staff member
- Violation of Weapons Policy
- Inciting so as to cause a riot
- Drug and Alcohol Policy violations
- Causing false alarms
- Vandalism (major)*

- Possession and/or use of explosive devices
- Terroristic threats
- Arson, bomb threats
- Threats to staff members
- Sexual Assault

*Incidents involving these offenses will result in issuance of a citation.

Listed below are the disciplinary consequences for Level IV offenses:

- 10-day out-of-school suspension with possible recommendation to the Board of School Directors for expulsion
- All violations of the Criminal Code will be referred to appropriate authorities

***Note**: A student who commits a total of three (3) or more Level III and/or Level IV violations **will** be denied the privilege of participating in any extracurricular activity, interscholastic or school-sponsored event. This penalty applies to school trips and grade-level activities, including dances, class celebrations, and the graduation ceremony.

INTERPRETATION OF VARIOUS OFFENSES

Arson - Refers to a student attempting to cause damage or destruction to property and/or placing another person in danger of death or bodily injury by igniting an object or causing an explosion.

Assault *(on a student)* - Refers to one or more students' unlawful attempt to injure another student(s) physically without physical retaliation by the victim. Students shall neither intentionally nor recklessly attempt to cause nor threaten to cause injury to another person or persons. Reasonable self-defense will not be considered physical retaliation.

Assault *(on a staff member)* - Refers to one or more students' unlawful attempt to injure a member of the staff by attempting intentionally and/or recklessly to cause or threaten to cause injury.

Bomb Threats - Refers to the act or involvement in the act of reporting a threat that could cause the evacuation of the building, place of assembly, or facility of transportation.

Defiance - Refusal to obey a direct, reasonable request from any staff member, including teachers, administrators, secretaries, custodians, aides, bus drivers, cafeteria workers, etc. Reasonable is defined as that which will not threaten the health, safety, or welfare of an individual student.

Disrespect *(toward staff member)* - Students and staff are expected to conduct themselves in a respectful manner. However, students must understand that staff members are responsible for providing direction, correcting misbehaviors, and giving directives. Although students may not agree with the directives, unless they are a threat to their health, safety, or welfare, students must follow them without disrespectful gestures and/or language. A student who engages in disrespectful behaviors as indicated will be subject to Level III disciplinary actions.

Drug and Alcohol Violations - School Policy is summarized in this document. Students involved in drug and alcohol policy violations will be disciplined according to the guidelines set forth in this policy.

Intimidation - School Policy #256 (Educational/Environmental/Anti-Intimidation) **Intimidation of any group is defined as words** and actions directed toward the actual or perceived race, color, religion, national origin/ethnicity, ancestry, mental or physical disability, sexual orientation, gender, or gender identity of another individual that constitute intimidation when such words and actions have the purpose or effect of interfering with a student's educational performance or creating an unwelcome, intimidating, hostile, or offensive educational environment.

Extortion - Refers to the act of obtaining money or property from an unwilling person by physical force, intimidation, blackmail, ultimatum, threatened exposure of any secret tending to subject any person to hatred, contempt, or ridicule, or wrongful use of actual or threatened force, violence, or fear.

False Alarms - Refers to students who intentionally pull emergency alarms and/or manipulate emergency or security alarms, thus causing possible threat to the safety of those present in the school building.

Forgery - Refers to the alteration or other falsification of any school document or communication. Such communications include but are not limited to hall passes, tardy to school or absent from school excuses, early dismissal passes, requests for temporary absence, field trip requests, scheduling changes, dental or doctor appointments, requests for educational trips or tours, permanent records, athletic eligibility, report cards, deficiency reports, discipline referrals, physical examination forms, and identification requests by school personnel.

Harassment - Refers to the use of force, touching, noise, coercion, threat, intimidation, fear, obscene language, obscene gestures, suggestive sexual actions, or verbalizations of any other unwanted contact or interaction with another person as part of an isolated incident or as actions that take place over time. For purposes of the student code of conduct, bullying is considered a form of harassment.

Inciting so as to Cause a Riot - Refers to the use of activities that may pose a threat to the health, safety, welfare, and/or morals of others in the school and/or disrupt the educational environment.

Physical Altercation - Refers to the act of engaging in inappropriate and/or physical contact.

Physical fighting - Refers to the act of two (2) or more students hitting, punching, or wrestling with each other with physical intent to harm as determined by an administration investigation.

Public Display of Affection - Refers to visible and open displays of affection that involve but are not limited to kissing, caressing, embracing, and/or other bodily contact.

Safety Violations - Includes throwing snowballs or objects, refusing to wear safety equipment in shop, blatant disregard for safety procedures, and horseplay.

Sexual Assault - A sexual offense under state or federal law that is classified as a forcible or nonforcible sex offense under the uniform crime reporting system of the Federal Bureau of Investigation.

Terroristic Threats - A threat to commit any crime of violence with the purpose to terrorize or to cause evacuation of a building, place of assembly, or facility of transportation or otherwise cause serious public inconvenience.

Theft - Refers to the illegal taking of money or materials belonging to any student, staff member, or the South Fayette Township School District.

Threats on Staff - Language directed to a staff member that demonstrates intent to harm a staff member or their family.

Truancy - Student is absent from school without parent/guardian permission and/or knowledge.

Under the Influence - A student shall be considered “under the influence” of drugs and/or alcohol if he or she has consumed or used either of the above prior to, during, or after school or school-related activities and this is discovered while the student is on school property or attending school or school-related activities.

Vandalism - Refers to the willful damage or destruction of the beauty or value of property.

Verbal Altercation - Refers to a loud shouting match or argument between/among students.

Weapons Policy - School Policy #250 provides that weapons of all types are prohibited on school property, and violators may be prosecuted. Weapons are defined as, but not limited to, knives, cutting instrument, cutting tool, nun-chuck stick, firearm (pellet guns, BB guns, look-alike firearms), shotgun, rifle, explosive device, any tool, Bowie knife, Dirk knife, lock-blade knife, hunting knife, chains, brass knuckles, night sticks, ax handles, metal knuckles, straight razors, poisons, noxious, irritating, or poisonous gasses (mace), razor, loaded cane, sword cane, machete, tasers, or shockers or anything used to threaten and/or cause harm. This policy is summarized later in this document.

TOBACCO, NICOTINE, AND VAPING PRODUCTS

South Fayette High School is committed to promoting a healthy, safe, and tobacco-free learning environment.

The possession, use, distribution, sale, or sharing of tobacco products, nicotine products, electronic cigarettes, vaping devices, vape cartridges, or related paraphernalia is prohibited on school property, at school-sponsored events, and while participating in school activities.

For purposes of this policy, prohibited products include, but are not limited to:

- Cigarettes, cigars, and smokeless tobacco
- Electronic cigarettes (e-cigarettes)
- Vape pens and vaping devices
- Nicotine pouches
- Vape cartridges, pods, liquids, and related components
- Any tobacco, nicotine, or similar delivery system

Students found in possession of or using tobacco, nicotine, or vaping products will be subject to disciplinary action. Responses may include:

- Parent/guardian notification
- Restorative or educational interventions
- Tobacco or vaping education programs
- Detention
- Suspension
- Referral to law enforcement when required by law or deemed appropriate
- Other disciplinary responses consistent with the Student Code of Conduct

Repeated violations will result in progressively more significant disciplinary responses. Whenever possible, the District will seek to pair accountability with education and support to help students make healthy choices and understand the risks associated with tobacco, nicotine, and vaping products.

The District reserves the right to modify disciplinary responses based on the circumstances of the incident, student disciplinary history, applicable laws, and available intervention programs.

Possession and/or Use of Tobacco and Vaping Products:

Tobacco includes a lighted or unlighted cigarette, cigar, pipe, or other smoking product or material and smokeless tobacco in any form. This includes any e-cigarette, vaping device, or similar tobacco-like the product or delivery system.

Administration will post signs on District property stating that tobacco possession and use is prohibited on District grounds.

Prohibition of tobacco and vaping device(s) use will be included in family-student and staff handbooks.

Administration will address the possession or use of tobacco products and vaping devices on District property, including school buildings and any campus space, with students using appropriate discipline, which may include a citation from law enforcement.

Administration will address the possession or use of tobacco products or vaping devices on District property, including school buildings and any campus space, with staff using appropriate progressive discipline, which may include a citation from law enforcement.

The following is to provide guidance in instances where students are in possession of tobacco or vaping devices:

First Offense:
• Citation—First-time offenders and their parents/guardians may be offered the option of attendance, at their own expense, an out-of-district smoking cessation/education program that is intended to educate students on the dangers of tobacco use at the discretion of the magistrate. Failure to attend such a program will result in:
• Receiving one (1) Saturday Detention
• Paying all fines and court costs

Second Offense:
• Citation
• Two Saturday Detentions
• Paying all fines and court costs

Third Offense:
• Citation
• One Day Suspension
• Paying all fines and court costs

Fourth Offense:
• Citation
• Three Day Suspension
• Paying all fines and court costs
• Parent/guardian conference required in order to return to school

CLASS CUTS & TARDIES

Students are expected to attend all scheduled classes and be on time unless excused by a school official. A class cut occurs when a student intentionally misses a scheduled class, leaves a class without permission, or is absent from a class without authorization. Reporting tardy to class is arriving after the start time of the class. Class cuts and tardies undermine academic success and disrupt the learning process.
Responses to these occurrences may include:

- Parent/guardian notification
- Teacher, student, and/or administrator conferences
- Loss of make-up opportunities for missed work, when appropriate
- Detention
- Restorative interventions
- Administrative disciplinary consequences
- Loss of privileges
- Other consequences consistent with the Student Code of Conduct

Repeated offenses may result in increasingly significant disciplinary responses and may impact participation in extracurricular activities and other school-sponsored events.

Students who leave school without authorization or are determined to be truant will be subject to disciplinary action and attendance consequences in accordance with District policy and Pennsylvania law.

SEARCH AND SEIZURE

School administrators may conduct searches and seize evidence when there is reasonable cause to believe a student has violated the law or school rules. These searches may include a student's personal property, their person, areas designated for student use, or any vehicle parked on District property.

Refusal to comply with a proper and reasonable request from an administrator may result in disciplinary action, which may include suspension or a referral for an expulsion hearing in accordance with District policy.

TECHNOLOGY

TECHNOLOGY USAGE POLICY

The South Fayette Township School District has established computer facilities to support its philosophy to provide a comprehensive education that meets the needs of all students and will prepare them adequately for their future. Proper use of all equipment, software, facilities, and supplies is required by all students. Any student using district computers must have a signed Acceptable Use Policy on file with the Technology Coordinator. Any person involved in violating this policy will be subject to disciplinary action.

Parents or guardians shall be responsible for the loss or destruction of school property and that of other pupils and teachers when such damage or loss is the result of deliberate or mischievous action on the part of their children. Violations include, but are not limited to, the actions listed below:

- Vandalism by damaging computer facilities, equipment, software, or supplies.
- Theft of equipment, time, service, software, or supplies.
- Misuse of facilities, equipment, software, or supplies.
- Plagiarizing by unauthorized entry or transfer of files to read, change, copy, or destroy.
- Sharing unauthorized information.
- Possession of software or materials that will enable a student to break the code to enter a file system, computer program, or database.
- Any attempt to break into a file or system by circumventing security procedures.
- Unauthorized use of school equipment.
- Use of computers to create or send abusive, harassing, pornographic, or obscene messages.
- Violations of copyright and/or licensing agreements. Unauthorized presence in the computer room.
- Downloading any materials onto school computers without authorization.
- Attempts to circumvent firewalls or other security programs for any reason.
- Violations of the Internet Acceptable Use Policy.

Immediate disciplinary action will be taken by any or all of the following:

- Restriction or revocation of computer privileges
- Restitution
- Referral to legal authorities for prosecution
- **An investigation will occur, and appropriate disciplinary measures will be taken.**

INAPPROPRIATE DIGITAL COMMUNICATIONS & CONTENT

South Fayette High School expects students to engage in responsible, respectful, and lawful behavior when communicating through digital platforms and electronic devices.

The creation, possession, transmission, solicitation, distribution, or sharing of inappropriate digital content or communications is prohibited. This includes, but is not limited to:

- Sexually explicit, intimate, or inappropriate images or videos
- Harassing, threatening, intimidating, or bullying communications
- Hate speech, discriminatory language, or targeted harassment
- Sharing private or confidential information without permission
- Creating, sharing, or distributing harmful, false, or misleading content
- Impersonating another individual online
- Using technology to embarrass, humiliate, or harm another person
- Any digital communication or content that substantially disrupts the school environment or impacts the safety and well-being of students or staff

Any report involving inappropriate digital communications or content will be investigated and addressed in accordance with District policy, applicable laws, and student safety procedures. When required by law, school officials will notify law enforcement and other appropriate agencies.
Parents/guardians will be notified when reports involving students are investigated, consistent with legal requirements and student privacy protections.

Students who engage in inappropriate digital communications or content sharing may be subject to disciplinary action, loss of technology privileges, counseling referrals, restorative interventions, safety planning, and/or other responses as determined by the circumstances of the situation.
This section applies to communications and content shared through personal devices, school-issued devices, social media platforms, messaging applications, gaming platforms, websites, email, artificial intelligence tools, or any other digital platform.

ELECTRONIC DEVICES: RESPONSIBLE USE OF TECHNOLOGY GUIDELINES

One of the basic tenets of South Fayette Township School District is to provide opportunities for our students to experience responsibility, freedom, and choices in their decision-making.

- If a staff member asks to view a student's screen, students are expected to show the screen for review
- Device functionality, service, and technical issues will be the responsibility of the student, and all technical support for functionality, apps, and usage will not be provided by the district.
- The district will make available Wi-Fi access but does not guarantee availability in all areas.

Violation of the following rules will be considered a Level II or Level III offense:

- Students must adhere to the Acceptable Use of the Internet and Bullying/Cyberbullying policies, found in the student handbook, whether accessing the Internet through the school's Wi-Fi or a cellular provider.
- Devices must be turned off and in a backpack (not a purse)
- Taking pictures or videos of individuals for any reason without permission is expressly prohibited.
- Students are prohibited from taking photos of tests, texting other students' answers, or compromising academic integrity in any way. This is considered a violation of the academic integrity policy.
- The use of devices of any type is not permitted in locker rooms, bathrooms, and swimming pool areas.
- Devices are prohibited from the start of the first bell to the last bell of the day.
- Devices are prohibited during drills that could compromise safety (fire drill, severe weather drill, etc.)

TECHNOLOGY USE AND DIGITAL CITIZENSHIP

Technology is an important part of learning at South Fayette High School. Students are expected to use District technology resources, networks, devices, and online platforms responsibly, safely, ethically, and in support of learning.

Students may use District technology resources only for educational purposes and in accordance with teacher expectations, school rules, and District policies.

Examples of inappropriate technology use include, but are not limited to:

- Accessing, creating, possessing, or sharing inappropriate, offensive, or unlawful content
- Harassing, threatening, intimidating, or bullying others through digital means
- Accessing another person's account, files, or information without permission
- Sharing passwords or using another person's account
- Attempting to bypass network security, filtering systems, or access restrictions
- Using technology in a manner that disrupts learning or school operations
- Violating copyright, plagiarism, or academic integrity expectations
- Recording, photographing, or distributing images, video, or audio without permission
- Using artificial intelligence (AI), technology tools, or digital resources in ways that violate teacher expectations or academic integrity standards

Students should not expect privacy when using District-owned devices, networks, systems, or accounts. The District reserves the right to monitor, review, and investigate activity conducted through District technology resources in accordance with applicable laws and Board policies.

Violations may result in:

- Temporary or permanent loss of technology privileges
- Parent/guardian notification
- Restorative or educational interventions
- Disciplinary action consistent with the Student Code of Conduct
- Referral to law enforcement when required by law or appropriate under the circumstances

Students who receive threatening, inappropriate, or concerning digital communications should immediately report the concern to a teacher, counselor, administrator, or trusted adult.
For complete information regarding acceptable use of technology resources, internet access, network monitoring, filtering, digital communications, and student responsibilities, please refer to Board Policy 815 (Acceptable Use of Internet and Technology Resources), available on the District website.

District Website: The district will establish a website and will develop web pages that will present information about the district. Material appropriate for placement on the district website includes, but is not limited to, district information, school information, teacher or class information, student projects, and student extracurricular organization information. Personal, noneducationally related information will not be allowed on the district website.

The superintendent's appointee will be designated the District Web Publisher, responsible for maintaining the official district website and monitoring web activity. The Web Publisher will develop style and content guidelines for official district and school web materials and develop procedures for the placement and removal of such material. All official district material posted on the district website must be pre-approved by the District Web Publisher.

School or Class Web Pages: Schools and classes may establish web pages that present information about the school or class activities. The building principal will designate a school web publisher, responsible for managing the school website and monitoring class, teacher, student, and extracurricular web pages. All official school material will be consistent with the district's style and content guidelines and pre-approved by the School Web Publisher. The School Web Publisher will develop additional guidelines for the school website.

Teacher Web Pages: Teachers may establish web pages for use with class activities or that provide a resource for other teachers. Teachers will be responsible for maintaining their class or educational resource sites. Teacher web pages will not be considered official material but will be developed in such a manner as to reflect well upon the district and school.

Staff Web Pages: Staff may develop web pages that serve as a resource for others. Staff will be responsible for maintaining their resource sites. Staff web pages will not be considered official material but will be developed in such a manner as to reflect well upon the district.

Student Web Pages: Students may create websites as part of a class activity. Material represented on a student class activity website must meet the educational objectives of the class activity.

With the approval of the building principal and the district web publisher, students may establish personal web pages. Material presented on the student's website must be related to the student's educational and career preparation activities. It will not be considered a violation of a student's right to free speech to require removal of material that fails to meet established educational objectives or that is in violation of a provision of this policy or the Code of Student Conduct. However, student material may not be removed on the basis of disagreement with the views expressed by the student.

Student web pages must include notice that the web page is a student web page and that opinions expressed on this page shall not be attributed to the district.

Student web pages will be removed at the end of the school year unless special arrangements are made. A notice will be provided to students prior to such removal.

Extracurricular Organization Web Pages
With the approval of the building principal, extracurricular organizations may establish web pages. Material presented on the organization's web page must relate specifically to organization activities and will include only student-produced material.

Organization web pages must include notice that the web page is a student extracurricular organization web page and that opinions expressed on this page shall not be attributed to the district.

Web Page Requirements
All provisions of this policy will govern material placed on the web page.

Web pages shall not:

1. Contain the full name, address, or telephone number of any students. First names or first names and the first letter of the last name may be used where appropriate.
2. Display photographs or videos of any identifiable individual without a signed model release. Model releases for students under the age of eighteen (18) must be signed by their parent/guardian.
3. Contain copyrighted or trademarked material belonging to others until written permission to display such material has been obtained from the owner. There will be no assumption that the publication of copyrighted material on a website is within the fair use exemption.

Material placed on the website is expected to meet academic standards of proper spelling, grammar, and accuracy of information.

Students may retain the copyright on the material they create that is posted on the web. District employees may retain the copyright on material they create and post, if appropriate.
All web pages will carry a stamp indicating when it was last updated and the e-mail address for the person responsible for the page.

All web pages should have a link at the bottom of the page that will help users find their way to the appropriate district home page.

Users should retain backup copies of their web pages.

SFHS 2026-2027 BELL SCHEDULES

REGULAR DAILY SCHEDULE

Period 1 - 7:20-8:06
Period 2 - 8:09-9:04
Period 3 - 9:07-9:53
Period 4 - 9:56-10:42 *(A Lunch)*
Period 5 - 10:45-11:31 *(B Lunch)*
Period 6 - 11:34-12:20 *(C Lunch)*
Period 7 - 12:23-1:09
Period 8 - 1:12-1:58

WEDNESDAY FLEX DAY SCHEDULE

Period 1 - 7:20-8:01
Period 2 - 8:04 - 8:45
Period 3 - 8:48 - 9:29
Flex Period: 9:32 - 10:18
Period 4 10:21 - 11:02 (A Lunch)
Period 5 11:05 - 11:46 (B Lunch)
Period 6 11:49 - 12:30 (C Lunch)
Period 7 12:33 - 1:14
Period 8: 1:17-1:58

TWO-HOUR LATE START SCHEDULE

Period 1 - 9:20-9:52
Period 2 or Period 3 - 9:55-10:27 (alt monthly)
Period 4 – 10:30-11:02 (A *Lunch)*
Period 3 or Period 2- 12:15-12:47 (alt monthly)
Period 5 - 11:05-11:37 *(B Lunch)*
Period 6 - 11:40-12:12 (C *Lunch)*
Period 7 - 12:50-1:22
Period 8 - 1:25-1:58

EARLY DISMISSAL SCHEDULE (NO LUNCH)

Period 1 - 7:20-7:41
Period 2 - 7:44-8:05
Period 3 - 8:08-8:29
Period 4 - 8:32-8:53
Period 5 - 8:56-9:17
Period 6 - 9:20-9:41
Period 7 - 9:41-10:05
Period 8 - 10:08-10:30

SCHOOL TRADITIONS

School Colors
Green and White

Mascot
Lion

Alma Mater
South Fayette may we be,
Ever faithful to thee,
May thy children all cherish thy name.
For the good thou has done,
For each victory we've won,
Alma Mater to thee all thy fame.
Dear old high, thou has served us so well,
All thy virtues we never can tell.
Other schools we may all soon forget,
But we'll always love dear South Fayette.

Parkway West Career & Technology Center
2026-2027 Academic Calendar

IMPORTANT DATES	
AUGUST 2026	
10-13	Teacher In-Service
13	Open House
14-17	School Closed
18	Act 80 In-Service Day
19	First Day of School
SEPTEMBER 2026	
7	School Closed – Labor Day
18	Progress Report 1 Grades Due
OCTOBER 2026	
6	OAC Meeting
12	School Closed – Columbus Day
21	Marking Period 1 Grades Due
NOVEMBER 2026	
3	Act 80 In-Service Day / Parent Teacher Conferences
23	Progress Report 2 Grades Due
25-30	School Closed – Thanksgiving Break
DECEMBER 2026	
22	Teacher In-Service
23-31	School Closed – Winter Break
JANUARY 2027	
5	Classes Resume
11	Marking Period 2 Grades Due
18	School Closed – Martin Luther King Jr. Day
22	Career Exploration (No Students)
29	Career Exploration (No Students)
FEBRUARY 2027	
15	School Closed – Presidents' Day
17	Progress Report 3 Grades Due
MARCH 2027	
2	Open House
15-19	Written NOCTI
19	Marking Period 3 Grades Due
22	Performance NOCTI
25-29	School Closed (Spring Break)
APRIL 2027	
6	OAC Meeting
26	Progress Report 4 Grades Due
MAY 2027	
26	Last Day of School for Grades 9, 10, 11
26	Marking Period 4 Grades Due
27-28	Teacher In-Service

South Fayette Township School District
Required Annual Notices
2026-2027

Parents' Right to Know:

Parents/guardians may request information regarding the professional qualifications of their child's classroom teacher(s). Specifically, individuals have the right to ask for the following information:

- Whether the student's teacher has met state qualifying and licensing criteria for the grade level or subject he/she is teaching;
- Whether the teacher is teaching under emergency or other provisional status;
- The teacher's college major, the baccalaureate degree, and/or any advanced degrees earned by the teacher;
- Whether the child is provided services by paraprofessionals and, if so, their qualifications.

To obtain this information, please submit your request in writing to the Assistant Superintendent who oversees teacher/paraeducator certifications/qualifications. Each request should include the child's name, his/her teachers' names and the school he/she attends. Please be certain to include your name, address and a telephone number at which you can be contacted during the day.

South Fayette Township School District
Attn: Assistant Superintendent
3680 Old Oakdale Road
McDonald, PA 15057-3544
412-221-4542, Ext. 409

South Fayette Township School District's Annual Child Find Notice and Student Records Notice

The Family Educational Rights and Privacy Act (FERPA) is a federal law that affords parents the right to have access to their children's education records, the right to seek to have the records amended, and the right to have some control over the disclosure of personally identifiable information from the education records. When a student turns 18 years old, or enters a postsecondary institution at any age, the rights under FERPA transfer from the parents to the student ("eligible student"). The FERPA statute is found at 20 U.S.C. § 1232g and the FERPA regulations are found at 34 CFR Part 99.

It is the intent of this Annual Notice and policy to inform both the parent(s)/guardian(s) and eligible children (i.e. students 18 and older) of their rights relevant to their privacy rights in the collection, maintenance, release and destruction of these records as required by the ***Family Educational Rights and Privacy Act (FERPA)***, 20 U.S.C. '1232g. 34 C.F.R. part 99.

Annual notice of this policy is given on the District's website, in building parent/student handbooks and hard copies are available in the main lobby of the administration building.

The different categories of information maintained by the school district are as follows; educational and health records, personally identifiable information and directory information. Information known as directory information can be released without consent. Parents may opt out of this by requesting in writing to the school principal that some or all directory information not be released. In addition, photographs and/or videos may be used in newspaper articles highlighting various school activities or television coverage of school events. If you do not wish your child to be photographed or videotaped for these purposes, you must inform the district in writing.

Education Records include records directly related to a student that are maintained by the South Fayette Township School District. The Educational Records of the District may include all of the following (this list is not intended to be exhaustive): grades, standardized test results, student evaluation reports, samples of student work, records transferred from sending schools, discipline records, medical records and any other records created and maintained by the school district directly related to the student. Educational records do not include communications with legal counsel that are attorney client privileged. Educational Records do not include records maintained solely by the creator for their personal use, not shared with others. Personal observation of students is not considered to be an educational record. The

contents of a student's educational file shall be determined by the District unless a specific parental request is made or a complaint is made, consistent with this Notice.

The District shall permit the parent/guardian(s) of a student or an eligible special education student, who is or has been in attendance in the District, to inspect and review the education records of the student upon written request. The District will comply with a written request to review records within a reasonable period of time (never to exceed 45 calendar days from the date of written request) after the request has been made. When there are special cases and where necessary, a parental request to review records will be granted and arranged as soon as possible. Visits to review a student's records shall be arranged and facilitated by the building principal or designee, or any party selected by the District, for the purposes of security and assistance in explaining or interpreting the data.

The right to inspect and review education records includes:

1. The right to a response from the District to reasonable requests, made in writing, for explanation and interpretations of the record; and
2. The right to obtain copies of records from the District where failure of the District to provide the copies would effectively prevent a parent or eligible student from exercising the right to inspect and review the educational records (e.g. where the parent is disabled and is unable to review the records personally). A District designee will sit with the parent when the parent reviews the records in a private conference area of the main office.
3. ***A reasonable fee of $.25 will be charged per page for duplicate copies of documents already provided to parents/guardians.***

In accordance with FERPA, the District will not produce or compile documentation that does not already exist.

It is presumed by the District that both natural parent/guardian(s) of a student has authority to inspect and review the education records of the student at the school in the child's attendance area (main office) by appointment unless there is evidence that there is a legally binding instrument, or a State law or court order governing such matters as divorce, separation or custody, which provides to the contrary.

Under federal law, parental consent is not required for the release of Directory information, which is information contained in an education record of a student that would not generally be considered harmful or an invasion of privacy if disclosed.

The District designates the following as **Directory Information means:** information contained in an education record of a student that would not generally be considered harmful or an invasion of privacy if disclosed.

a) Directory information includes, but is not limited to, the student's name; address; telephone listing; electronic mail address; photograph; date and place of birth; major field of study; grade level; enrollment status (*e.g.,* undergraduate or graduate, full-time or part-time); dates of attendance; participation in officially recognized activities and sports; weight and height of members of athletic teams; degrees, honors and awards received; and the most recent educational agency or institution attended.
b) **Directory information does not include a student's**:
1) Social security number; or
2) Student identification (ID) number, except as provided in paragraph (c) of this section.
(c) Directory information includes a student ID number, user ID, or other unique personal identifier used by the student for purposes of accessing or communicating in electronic systems, but only if the identifier cannot be used to gain access to education records except when used in conjunction with one or more factors that authenticate the user's identity, such as a personal identification number (PIN), password, or other factor known or possessed only by the authorized user.

A written record of this information, or microfilm copy of the same, including grade level completed and year completed, may be maintained at least 100 years after a student attains age 21. A parent/guardian or eligible student may notify the District in writing of their refusal to allow the District to release directory information without prior consent. Such written refusal for consent must be sent to the Director of Student Support Services, South Fayette Township School District, 3660 Old Oakdale Road, McDonald, PA 15057-3544.

The District is required to release student directory information (access to names, addresses, and phone numbers of high school juniors and seniors) to **military recruiters and college admissions officers.** High schools are required to release information to colleges or other higher learning institutions upon request. Any parent/guardian or student who has reached age eighteen may notify the District **in writing of their refusal** for this information to be released. Letters seeking the withholding of information to military recruiters should be sent to: Director of Student Support Services, South Fayette Township School District, 3660 Old Oakdale Road, McDonald, PA 15057-3544.

Per federal guidance, **student medical records,** maintained by the nurses' office, are considered educational records and will be shared with staff who the district determines have a legitimate educational interest in the information and a need to know medical information to protect the safety and health of the student. **Once provided to the District, specific parental consent will not be sought to share information on a need to know basis. Parental requests to maintain the confidentiality of specific medical information must be made in writing to the nurse's office.** Requests for complete confidentiality of medical information will be granted at the discretion of the nurse. These requests will be granted unless dangerous to the student.

If the agency reported a crime committed by a student with a disability the district will ensure that copies of the special education records and disciplinary records of the student will be transmitted properly and only to the extent possible that the transmission is permitted by the Family Educational Rights and Privacy Act.

The District shall obtain the written consent of the parent(s)/guardian(s) of a student age eighteen before disclosing personally identifiable information, other than directory information, from the education records of a student to a third party. Consent is not required where the disclosure is to the parent/guardian(s) of a student who is not an eligible student or the student himself or herself.

Personally Identifiable Information:
The term includes, but is not limited to ---
(a) The student's name;
(b) The name of the student's parent or other family members;
(c) The address of the student or student's family;
(d) A personal identifier, such as the student's social security number, student number, or biometric record;
(e) Other indirect identifiers, such as the student's date of birth, place of birth, and mother's maiden name;
(f) Other information that, alone or in combination, is linked or linkable to a specific student that would allow a reasonable person in the school community, who does not have personal knowledge of the relevant circumstances, to identify the student with reasonable certainty; or
(g) Information requested by a person who the educational agency or institution reasonably believes knows the identity of the student to whom the education record relates.

Uses of Personally Identifiable Information:
The district may disclose personally identifiable information from the education records of a student without written consent of the parent/guardian(s) or the student or the eligible student in several situations. See 34 C.F.R. Part 99. Some important examples of when no consent to release information include (list not exhaustive):

1. To other school officials, including teachers, guidance counselors, nurses, and I.U. personnel within the District who have been determined by the District to have legitimate educational interests or are providing instruction or services to students. The District has determined that all school employees involved in the direct supervision of a student (academic or non-academic) (including support staff) have a legitimate educational interest in academic and health related student information if the information is necessary to ensure appropriate fulfillment of their professional duties and to ensure the health and safety of the student.

2. To officials of another school or school system or post-secondary schools in which the student seeks or intends to enroll, subject to the requirements set forth in 99.34. Parents may request a copy of the record sent.

3. To appropriate parties in a health or safety emergency, subject to the conditions set and 99.36, if knowledge of the information is necessary to protect the health or safety of the student or other individuals.

4. To authorized representatives of the U.S. Comptroller General, the U.S. Attorney General, the U.S. Secretary of Education, or State and local educational authorities, such as the State educational agency in the parent or eligible student's State (SEA). Disclosures under this provision may be made, subject to the requirement of 99.35, in connection with an audit or evaluation of Federal or State supported education programs, or for the enforcement of or compliance with Federal legal requirements that relate to those programs. These entities may make further disclosures of PII to outside agencies that are designated by them as their authorized representatives to conduct any audit, evaluation or enforcement or compliance activity on their behalf.

5. Information designated by the District as Directory Information.

6. Generally, schools must have written permission from the parent/guardian or eligible student in order to release any information from a student's education record. However, FERPA allows schools to disclose those records, without consent, to the following parties or under the following conditions (34 CFR § 99.31):

- Specified officials for audit and evaluation purposes
- Appropriate parties in connection with financial aid to a student
- Organizations conducting studies for or on behalf of the school
- Accrediting organizations
- To comply with a judicial order or lawfully issued subpoena
- State and local authorities, within the juvenile justice system, pursuant to specific state law
- Contracted, consultant, volunteer, or other party to whom an agency or institution has outsourced institutional services or functions may be considered a school official under this paragraph---

(1) Performs an institutional service or function for which the agency or institution would otherwise use employees;
(2) Is under the direct control of the agency or institution with respect to the use and maintenance of education records; and
(3) Is subject to the requirements of §99.33 (a) governing the use and redisclosure of personally identifiable information from education records.

 (ii) An educational agency or institution must use reasonable methods to ensure that school officials obtain access to only those education records in which they have legitimate educational interests. An educational agency or institution that does not use physical or technological access controls must ensure that its administrative policy for controlling access to education records is effective and that it remains in compliance with the legitimate educational interest requirement.

When providing records to authorized third parties, the District will make a reasonable attempt to notify the parent/guardian(s) of the student or the eligible student of the transfer of the records at the last known address of the parent(s)/guardian(s) or eligible student. Per state law, the District will not provide any notice of transfer of records of a student to a school in which a student seeks or intends to enroll.

The District maintains student records in a locked storage room located at South Fayette High School. This storage room contains special education student records, gifted education student records, student health records, 504 Student Service Plan records, etc. Current original special education records with psychological records are maintained in the Department of Student Support Services. All district records of students (K-12) who were evaluated by the school psychologist(s) and found not to be non-exceptional are kept and are secured in the school(s)' offices. All records are kept in a secure location and access to files is limited.

PLEASE NOTE: SOUTH FAYETTE TOWNSHIP SCHOOL BOARD POLICY 216 PROVIDES RESIDENT STUDENTS AND THEIR PARENTS WITH NOTICE THAT THE DISTRICT MAY DESTROY RECORDS UNDER THE FOLLOWING CIRCUMSTANCES AND TIMELINES:

a. **Records that include a student's name, address, grades, attendance records, classes attended, grade level completed and year completed may be destroyed once 100 years have passed since the student's 24th birthday.**

b. **Special Education records**, Section 504 records, Instructional Support Team (IST) records, and health records **may be destroyed once 10 years have passed from the date a student has graduated or reached graduation age** (if exiting the district before graduation) as long as there is no outstanding request to inspect and review the records and the records are no longer deemed useful to the school district.

c. **Notice of destruction of these records is provided annually via this publication.** Educational records of a student are longer needed by the District to provide educational services at the end of one year following a student's graduation from the District. A parent/guardian may submit a written request for the destruction of all education records at that time.

d. Destruction will proceed where parents or eligible students have not requested copies by November 1st of the year the records may be destroyed as per paragraphs A&B above. Parents or students over eighteen have the right to request a copy of their record before destruction.

Parents are reminded that copies of the records might be needed for the acquisition of Social Security benefits or for other purposes.

Amendment of Education Records:
A Parent/guardian or eligible student has the right to request amendment of a student's educational file if it is believed that any information is inaccurate, or in violation of a student's rights. The educational agency shall decide within a reasonable time whether to amend the record. If the school district decides not to amend the educational record it shall notify the parent/student of the right to and arrange an informal hearing. The hearing will be conducted by an official of the District without an interest in the outcome, who will be either the Assistant Superintendent or their designee. The parent may present relevant evidence. The District will issue a written decision based on the hearing.

Informal inquiries may be sent to: ferpa@ed.gov or ppra@ed.gov. The website address is: www.ed.gov/policy/gen/guide/fpcd

Complaints regarding violation of rights accorded parent(s)/guardian(s) and eligible students with respect to student records are to be submitted to Director of Student Support Services, South Fayette Township School District, at 3660 Old Oakdale Road, McDonald, PA, 15057-3544, in writing. All Complaints will be investigated and responded to in writing within a reasonable period of time. If complaints cannot be satisfactorily resolved by the District, complaints can be filed with the following

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

Questions regarding the above information or requests for a copy of the records policy may be referred to: Director of Student Support Services, South Fayette Township School District, 3660 Old Oakdale Road, McDonald, PA 15057-3544.

Screening and Evaluation

The South Fayette Township School District employs the following procedures for locating, identifying and evaluating the needs of school age students who may require special education programs and/or services. These procedures, as required by state regulation, are as follows:
As prescribed by Section 1402 of the Pennsylvania school code, the district routinely conducts health screenings for kindergarten (K) through 12th grade students and new students without history of recent exams: Vision (Gr. K-12); Hearing (Gr. K, 3, 7 and 11 and any student with a known history of hearing loss); Mandated Physical Exams (Gr. K, 6, and 11); Dental Screenings (Gr. K, 1, 3, and 7); Scoliosis Screening (Gr. 6, 7) and Body Mass Index (BMI) screening (Gr. K-12). Also, school nurses provide vision and hearing screenings for students who are referred for an evaluation or reevaluation regarding Chapter 14/Individualized Education Plan (IEP) special education services and Chapter 15/504 Student Services Plan accommodations.
Speech and language skills are screened in kindergarten and on a referral basis by speech clinicians.
Gross-motor and fine-motor skills, academic and social-emotional skills are assessed by the teachers and support staff. Screening activities include: review of group-based data such as cumulative enrollment and health records, report cards and academic skills scores. Identified needs from these screening sources, as well as information obtained from parents and outside agencies, is assessed, noted within the student's record and discussed with parents.
South Fayette Township School District has intervention/prevention teams in place to support students as a pre-referral system. At the elementary school (K-2) and the intermediate school (3-5), a child study team has been established as part of the pre-referral intervention process. The team consists of principals, guidance counselors, regular education teachers, reading specialists, school psychologists when needed and special education staff when needed. Parents are also part of this process and are contacted and strongly encouraged to participate in all phases of the child study team process. The Child Study Team assists teachers and parents with supporting students who are experiencing academic, behavioral, medical, emotional and social skills difficulties..
In middle school, the Academic Intervention Model (AIM) is utilized as the pre-referral intervention process for students who are in need of academic assistance. The AIM process is a team based intervention model. There are collaborative intervention team meetings with the parents to identify targeted interventions related to specific academic skill areas that need to be addressed for the student. Research-based intervention strategies are implemented for a period of time in the regular classroom setting to assist the student in an attempt to foster academic success. An implementation plan is developed and monitored by the student's team of teachers and reviewed and revised if necessary. If it is determined by the team that the interventions are not working and the student is not meeting success, the student may be referred for a multi-disciplinary team evaluation.
The South Fayette Student Assistance Teams (SAP) provides additional support used by the district to identify at-risk students. SAP teams are currently in place at the middle and high school levels. SAP is a cooperative effort with parents in utilizing the support staff, students, and community through contracted services with Allegheny County HSAO. It is a proactive prevention/intervention program that attempts to provide intervention before school performance is seriously compromised. The SAP Core Team of individuals are trained in the SAP Model and focus on screening/intervention for students who may be experiencing drug and alcohol, mental health, depression, and/or family issues, referrals to appropriate agencies or treatment facilities, aftercare for those returning from treatment, and crisis intervention as needed.
If appropriate, a referral process is initiated at each building level through the Child Study Teams, AIM Grade Level Teams, Student Assistance Teams (SAP), counseling departments, principals or the Department of Student Support Services Services. Assessment data is used by the team to meet the student's specific needs by recommending modifications or adaptations to the regular education program, creating interventions to address the problem and monitoring the student's response to intervention, or to document the need for further evaluation.
If it is determined that a student is in need of further evaluation, the student is referred for a multidisciplinary team (MDT) evaluation, which requires parent permission and includes parent input. Next, a "Prior Written Notice for Initial Evaluation and Request for Consent Form" is issued to the parent to sign giving the school district permission to conduct the evaluation. The school district has 60 calendar days to complete the evaluation. After the evaluation is completed, an evaluation report is prepared which includes specific recommendations for the types of intervention necessary to meet the needs of the student and to determine the child's eligibility for special education services based upon a disability.
When the evaluation report is completed parents are invited if necessary to a multidisciplinary team meeting to review findings and plan for the student's needs. After the MDT evaluation is completed, the parents are given a NOREP, which they sign to indicate their agreement or disagreement with the recommendation.
Parents of students who suspect that their child has a disability and is in need of special education may request an Intervention Team meeting or multidisciplinary team evaluation of their child through a written request to the building principal or Director of Student Support Services.

You may find information regarding the appropriate developmental milestone descriptors for infants and toddlers at the Center for Disease Control (CDC) website: http://www.cdc.gov/ncbddd/autism/ActEarly/default.htm For additional information regarding the signs of developmental delays, please contact the Director of Student Support Services at 412-221-4542, Ext. 429.

Services for School Age Students with Disabilities or Mental Giftedness:

The South Fayette Township School District provides a free, appropriate public education to students with disabilities or mental giftedness according to state and federal rules. To be eligible, the child must:

- Be of school age.
- Have a disability or mental giftedness *and* be in need of specially designed instruction.
- Meet eligibility criteria for one or more of the following physical or mental disabilities as set forth in the Pennsylvania State Standards: autism, deaf-blindness, blindness, visual impairment, emotional disturbance, specific learning disability, other health impairment, traumatic brain injury, and speech/language impairment, orthopedic impairment, hearing impairment, deafness, multiple disabilities or intellectual disability. Services designed to meet the needs of eligible disabled students include:

a) The annual development of an individualized education program (IEP or Gifted IEP).

b) A triennial multidisciplinary re-evaluation for students with disabilities (except for those students with mental retardation where evaluation remains biennial).

c) A range of supports for students from itinerant level to supplemental level to full time level special education support within the school district or placement in a full-time special education disabilities class outside of the regular school.

The extent of special education services for disabled or mentally gifted students and the location for the delivery of such services are determined by the parents and the district staff at the IEP team meeting and are based on the student's identified needs and abilities, chronological age and the level of intensity of the specified intervention. The school district also provides related services, such as transportation, physical therapy, occupational therapy and assistive technology if they are required to enable the student with disabilities to derive educational benefits.

a) Prior to initiation of services, parents of a student with disabilities are presented a "Notice of Recommended Educational Placement/Prior Written Notice" (NOREP) and parents of a mentally gifted student with a "Notice of Recommended Assignment" (NORA) with which they agree or disagree. If parents agree to the program outlined by the multidisciplinary team and the parent signs either the NOREP or NORA, then the program is implemented for their child. If parents disagree with the program being recommended, they have the right to request IEP facilitation, mediation and/or a due process hearing. Parents are issued their "Procedural Safeguards" which outlines in detail their legal rights as a parent of a child identified as having a disability or considered mental gifted. Lastly, if a child proves to have a disability or handicapping condition under PA Chapter 15 and the American Disabilities Act and it is determined the child is entitled to services and accommodations that are necessary to enable them access and safety when participating in programs and activities of the school, then a 504 Student Services Plan is outlined between the parent, district LEA and district staff. Parents are also given "Procedural Safeguards" for Chapter 15 504 Student Services Plans which outlines their rights as a parent of a student who has a disability and requires accommodations.

Detailed information regarding Chapter 14 special education, Chapter 16 gifted education and Chapter 15 504 Service Plan/Agreement procedures and services may be obtained by calling the Student Support Services Department at South Fayette Township School Schools, 412-221-4542, Ext. 429.

Services for Students in Nonpublic Schools:

Public school education may be accessible to resident students attending nonpublic schools on a dual enrollment basis in a special education program operated in a public school. A multidisciplinary evaluation which determines the child's eligibility for services must be conducted and, if eligible, an individualized education program plan (IEP) is developed. Parents of nonpublic school students who suspect that their child is disabled and in need of special education may request a multidisciplinary evaluation of their child through a written request to the building principal or Director of Student Support Services.

Services for Protected Handicapped Students:

The school district will provide to each protected handicapped student without discrimination or cost to the student or family those related aids, services or accommodations which are needed to provide equal opportunity to participate in and obtain the benefits of school programs and extracurricular activities to the extent appropriate to the student's abilities. To qualify as a protected handicapped student, the child must be of school age with a physical or mental handicap which substantially limits or prohibits participation in or access to an aspect of the school program.

Services for protected handicapped students are distinct from those applicable to disabled students enrolled in special education programs. Protected handicapped students fall under Pennsylvania's Chapter 15, sometimes known by its federal name, Section 504 (of the 1973 Rehabilitation Act). In contrast, students with disabilities who qualify for special education services are covered by regulations contained in Pennsylvania's Chapter 14. While both Chapter 14 and 15 provide services to students, there are technical differences between the two. Additional information about evaluation procedures and provision of services to protected handicapped students is available by contacting the building principal.

Services for Preschool Age Children:

Act 212, the Early Intervention Systems Act, entitles all preschool age children with disabilities to appropriate intervention services. Young children experiencing developmental delay or physical or mental disabilities are eligible for early intervention services if it is determined that they meet eligibility requirements.

The **Pennsylvania Department of Public Welfare** is responsible for providing services to infants and toddlers, defined as children from birth to three year of age. Contact the Early Learning Institute, 2510 Baldwick Road, Pittsburgh, PA, 15205-4104, 412-922-8322. The

Pennsylvania Department of Education is responsible for providing services to preschool age children from ages three through five. Contact the **Allegheny Intermediate Unit, Project DART**, 425 East Waterfront Drive, Homestead, PA 15120, 412-394-5941.

Confidentiality of Student Records:
The privacy rights of parents and students are mandated by federal legislation known as the Family Educational Rights and Privacy Act of 1974 (FERPA - C.F.R. Part 99), most recently amended in November 1996, state regulations (Chapter 14-Special Education Services and Programs, Chapter 12-Student Rights and Responsibilities) and district policy.

South Fayette Township School District Public Notice on Surrogate Parents For Students with Special Needs

Federal law establishes the right of a free and appropriate public education for all children with disabilities. To ensure that this right is realized for all such children, procedures are written into the laws to ensure that children with disabilities who are wards of the state, or whose parents are unknown, unavailable, or have had their parental rights legally terminated, have appropriate representation when educational programming decisions are made. This is provided through the recruitment, training and assignment of volunteer surrogate parents who represent the child during the educational process. In Pennsylvania, Intermediate Units have been given the responsibility of recruiting, training and assigning parents to children meeting the qualifications listed. The South Fayette Township School District works with the Allegheny Intermediate Unit #3 in providing this service.

Identification of Children Eligible for Surrogate Parents:
Special needs preschool and school-aged children receiving a free and appropriate education in a public school or an approved private school, who meet one of the following criteria, are eligible for the assignment of a qualified surrogate parent:

1. The Child is a ward of the state, or
2. The Child's parent(s) or guardian(s) are unknown or unavailable, or
3. The Child is an unaccompanied homeless youth.

To be identified as being in need of a surrogate parent, the preschooler or school-aged child must have special needs, or be thought to have special needs, and be in need of special education services in the South Fayette Township School District or IU operated program or be enrolled in an approved private/private school.

Qualification for Surrogate Parents:
Surrogate parents must meet the following qualifications:

- Be of a person of good character,
- Be at least 18 years of age,
- Possess reasonable abilities to make decisions regarding a child's educational needs,
- Be willing to acquaint themselves with the child's educational needs and with the special education system in the Commonwealth of Pennsylvania,
- Have no vested interest that would conflict with the primary allegiance to the child they are representing. The surrogate parent should not be an employee of the agency responsible for the care of the child,
- Foster parents may be considered if they meet all other qualifications,
- Have Act 33 and Act 34 clearances from the Commonwealth of Pennsylvania,
- Be willing to complete a training program conducted by the Allegheny Intermediate Unit.

Responsibilities of the Surrogate Parent:
The surrogate parent is expected to act in place of a parent for the student concerning his or her educational program. This involves:

- Attending a planning conference to develop an individualized educational program,
- Being familiar with appropriate procedures for due process and confidentiality of school records,
- Receiving and responding to requests and notices concerning the evaluation and/or educational placement of the assigned student,
- Making self-familiar with the unique educational needs of the assigned student.

The surrogate parent takes on certain quasi-legal responsibilities in order to serve the best interests of the child. The primary function is to represent the student in those circumstances in which decisions need to be made concerning the student's educational program or placement.

It is necessary for the surrogate parent to receive considerable training to familiarize him or herself with all aspects of the surrogate parent role. The demands of the role may be extensive and require the volunteer to make a significant commitment of time and learning in order to serve the best interest of the child.

If you are interested in being a surrogate parent for a child/youth with disabilities, please contact the Director of Student Support Services at 412-221-4542, Ext. 429.

English as a Second Language Services (ESL)

In accordance with federal law and state regulations, the South Fayette School District must identify all students who have "limited English proficiency" (LEP). These students typically have a primary language other than English that is used in their homes. Students identified with a limited English proficiency are eligible for EL instructional services to help them attain proficient skills in their use of the written and spoken English language.

All students must have a Home Language Survey completed by their parents prior to admission into the school district. This survey allows the South Fayette School District to identify possible LEP students. South Fayette Township School District EL teachers, will screen any student identified as possibly having a limited English proficiency and will provide direct services to students based on their level of need.

Parents or guardians who feel that their child may have a limited English proficiency should contact the EL Coordinator at 412-221-4542, Ext. 415 for more information.

Notice for Families Experiencing Homelessness

Homeless Students

Under McKinney Vento all school districts are responsible for identifying students experiencing homelessness and connecting them with the resources needed to ensure academic success.

Who is considered homeless? — Children or youth living in a shelter, transitional housing, hotel/motel, vehicle, campground, on the street or doubled up with friends or family due to a lack of alternate resources are considered homeless. An unaccompanied homeless youth is a child or youth that is not in the care of their parent or legal guardian and meets the definition of homeless under McKinney Vento.

Where can students experiencing homelessness attend school? — The law indicates that homeless students have the right to remain in their school origin (the school they attended at the time of the homeless episode or last school attended) through the end of the school year in which they find permanent housing, provided it is in the child/youth's best interest.

If through consultation between the school and the family and/or unaccompanied youth it is determined that remaining in the school of origin is not in the student's best interest, then the student has the right to immediately enroll in the school that non-homeless students living in the attendance area in which the child/youth is actually living are eligible to attend, even if they do not have all of the required documentation. Additionally, unaccompanied homeless youth have the right to immediately enroll in school, even if they do not have a legal guardian present.

What support can school districts provide to homeless students? — Homeless students are eligible for support and services to remove barriers to educational success. This may include transportation to the school of origin, free meals, referrals to physical/mental health providers, clothing to meet school requirements, access to school supplies and resources, assistance with credit recovery, tutoring supports, expedited evaluations and assistance to participate in school activities including parent engagement opportunities, sports, club, etc.

Homeless Dispute Process — If at any time there is a disagreement about homeless status or best interest for school placement, the district will notify the family in writing of their determination that the family/unaccompanied youth is ineligible for McKinney Vento services. At this time, the district will provide the family/unaccompanied youth with the ability to dispute their determination. Throughout the dispute process, the child/youth, including unaccompanied youth, will continue to be educated in the school of origin or immediately enrolled in the school they are seeking enrollment until the dispute process is finalized. Transportation will continue throughout the dispute process. All disputes will be sent to the ECYEH Regional Coordinator who will issue a determination. If any party is unhappy with the determination, they can elevate the dispute to the state coordinator.

What if I think that I am eligible for services under McKinney Vento?

District Contacts:
Dr. Kellee Oliver
Director of Student Support Services

412-221-4542 Ext. 429
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Tanner Jones
District Social Worker
412-221-4542 Ext. 425
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State Coordinator:
Storm Y. Camara

Pennsylvania Department of Education
Education for Homeless Children and Youth Program
333 Market Street
3rd Floor
Harrisburg, PA 17126-0333
Phone: 717-772-2066
scamara@pa.gov

Title I Performance Report

South Fayette Elementary School receives Title I funds annually. The funding is used to provide the Title I Reading Services to first grade and second grade students who are below basic or basic in their reading skills.

A highly qualified teacher, according to the United States Department of Education, is fully certified, has a bachelor's degree, a content area major and has passed a content area test. In addition, fully certified teachers in Pennsylvania have completed pedagogical coursework in education, including student teaching. We take pride in the tremendous skill and dedication of our faculty and staff.

Please note that, as parents, you have a right to request and receive timely information regarding the professional qualifications of your child's classroom teacher. If you have any questions about our Title I Program or about your child's teacher, please feel free to contact the Title I Coordinator at 412-221-4542, Ext. 337.

South Fayette Township School District Board Policies

STUDENT RIGHTS, SAFETY, AND WELL-BEING

South Fayette High School is committed to providing a safe, respectful, inclusive, and supportive learning environment for all students. The District prohibits harassment, discrimination, bullying, cyberbullying, hazing, intimidation, retaliation, and other conduct that interferes with a student's ability to learn, participate, or feel safe at school.

Students who experience, witness, or become aware of concerning behavior are encouraged to report it to a teacher, counselor, administrator, trusted adult, or through available reporting systems such as Safe2Say Something.

Reports will be reviewed promptly and addressed through appropriate supportive, restorative, educational, disciplinary, and safety responses.

SCHOOL BOARD POLICY #222 - TOBACCO USE

Purpose

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

Definitions

For purposes of this policy, **tobacco use** shall be defined as the use and/or possession of a lighted or unlighted cigarette, cigar, and pipe; other lighted smoking products; and smokeless tobacco in any form.

Possession shall mean having any of the defined products on your person, in a handbag, locker, or other area in the person's control.

Authority

The Board prohibits tobacco use and possession by students at any time in a school building and on any property, buses, vans, and vehicles that are owned, leased, or controlled by the school district.

The Board prohibits tobacco use and possession by students at school-sponsored activities that are held off school property.

The school district may initiate prosecution of a student who violates the tobacco use policy.

Delegation of Responsibility

The superintendent or designee shall develop procedures to implement this policy, which shall include:

1. Annually informing all students, parents/guardians, and staff members of the tobacco use policy of this district through the student/parent handbook, parent newsletter, and other efficient methods.
2. Instruction on the potential hazards of the use of tobacco in the health curriculum.

Guidelines

Incidents of possession, use, and sale of tobacco in violation of this policy by any person on school property shall be reported to the Office of Safe Schools on the required form at least once each year.

Furthermore, any student found in possession of or using tobacco products in violation of this policy shall be issued a citation and prosecuted for a summary offense.

The student may be sentenced to pay a fine of not more than $50 for the benefit of the school district and to pay court costs as assigned by the magistrate. An alternative may be the student being assigned to adjudication alternatives, as determined by the local magistrate. These alternatives may include but are not limited to the successful completion of a tobacco cessation program and/or alternative community service projects. Conviction of this offense cannot be placed on a criminal record.

Violations of this policy will also result in progressive discipline unless a particular violation is deemed to be willful or contemptuous of this policy, in which case, harsher discipline may be imposed than called for in progressive discipline as outlined in the student/parent handbook. Students found to be in violation of this policy will also be referred to a tobacco cessation program. A list of cessation resources is available to the student and/or parents/guardians through their school's counseling office.

SCHOOL BOARD POLICY #247 - HAZING

Purpose

The purpose of this policy is to maintain a safe, positive environment for students and staff that is free from hazing. Hazing activities of any type are inconsistent with the educational goals of the district and are prohibited at all times.

Definitions

For purposes of this policy, **hazing** is defined as any activity that recklessly or intentionally endangers the mental health, physical health, or safety of a student or causes willful destruction or removal of public or private property for the purpose of initiation or membership in or affiliation with any organization recognized by the Board.

Endangering the physical health shall include but not be limited to any brutality of a physical nature, such as whipping, beating, branding, forced calisthenics, exposure to the elements, forced consumption of any food, alcoholic beverage, drug, or controlled substance, or other forced physical activity that could adversely affect the physical health or safety of the individual.

Endangering mental health shall include any activity that would subject an individual to extreme mental stress, such as prolonged sleep deprivation, forced prolonged exclusion from social contact, forced conduct that could result in extreme embarrassment, or any other forced activity that could adversely affect the mental health or dignity of the individual.

Any hazing activity, whether by an individual or a group, shall be presumed to be a forced activity, even if a student willingly participates.

Authority

The Board does not condone any form of initiation or harassment, known as hazing, as part of any school-sponsored student activity. No student, coach, sponsor, volunteer, or district employee shall plan, direct, encourage, assist, or engage in any hazing activity.

The Board directs that no administrator, coach, sponsor, volunteer, or district employee shall permit, condone, or tolerate any form of hazing.

The district will investigate all complaints of hazing and will administer appropriate discipline to any individual who violates this policy.

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

Delegation of Responsibility

District administrators shall investigate promptly all complaints of hazing and administer appropriate discipline to any individual who violates this policy.

Students, administrators, coaches, sponsors, volunteers, and district employees shall be alert to incidents of hazing and shall report such conduct to the building principal.

The district shall annually inform students, parents/guardians, coaches, sponsors, volunteers, and district staff that hazing of district students is prohibited by means of:

1. Distribution of written policy.
2. Publication in handbooks.
3. Verbal instructions by the coach or sponsor at the start of the season or program.

Guidelines

Complaint Procedure Safe to Say?

1. When a student believes that he or she has been subject to hazing, the student shall promptly report the incident, orally or in writing, to the building principal.

2. The principal shall conduct a timely, impartial, thorough, and comprehensive investigation of the alleged hazing.

3. The principal shall prepare a written report summarizing the investigation and recommending disposition of the complaint. Findings of the investigation shall be provided to the complainant, the accused, and others directly involved, as appropriate.

4. If the investigation results in a substantiated finding of hazing, the principal shall recommend appropriate disciplinary action, as circumstances warrant, in accordance with the Code of Conduct. Additionally, the student may be subject to disciplinary action by the coach or sponsor, up to and including removal from the activity.

5. If the investigation results in a substantiated finding that a coach or sponsor affiliated with the activity planned, directed, encouraged, assisted, condoned, or ignored any form of hazing, s/he will be disciplined appropriately. Discipline could include dismissal from the position as coach or sponsor.

BOARD POLICY 103 - UNLAWFUL HARASSMENT

The Board declares it to be the policy of this district to provide an equal opportunity for all students to achieve their maximum potential through the programs and activities offered in the schools without discrimination on the basis of race, color, age, creed, religion, sex, sexual orientation, ancestry, national origin, marital status, pregnancy, or handicap/disability.

The Board also declares it to be the policy of this district to comply with federal law and regulations under Title IX prohibiting sexual harassment, which is a form of unlawful discrimination on the basis of sex. Such discrimination shall be referred to throughout this policy as Title IX sexual harassment. Inquiries regarding the application of Title IX to the district may be referred to the Title IX Coordinator, to the Assistant Secretary for Civil Rights of the U.S. Department of Education, or to both.

The district is committed to the maintenance of a safe, positive learning environment for all students that is free from discrimination by providing all students course offerings, counseling, assistance, services, employment, athletics, and extracurricular activities without any form of discrimination, including Title IX sexual harassment. Discrimination is inconsistent with the rights of students and the educational and programmatic goals of the district and is prohibited at or in the course of district-sponsored programs or activities, including transportation to or from school or school-sponsored activities.

Violations of this policy, including acts of retaliation as described in this policy or knowingly providing false information, may result in disciplinary consequences under applicable Board policy and procedures.

The Board directs that the foregoing statement of Board policy be included in each student and staff handbook and that this policy and related attachments be posted to the district's website.

The Board requires a notice stating that the district does not discriminate in any manner, including Title IX sexual harassment, in any district education program or activity, to be issued to all students, parents/guardians, employment applicants, employees, and all unions or professional organizations holding collective bargaining or professional agreements with the district. All discrimination notices and information shall include the title, office address, telephone number, and email address of the individual(s) designated as the Compliance Officer and Title IX Coordinator.

Reports of Title IX Sexual Harassment and Other Discrimination and Retaliation

The Board encourages students and third parties who believe they or others have been subject to Title IX sexual harassment, other discrimination, or retaliation to promptly report such incidents to the building principal, even if some elements of the related incident took place or originated away from school grounds, school activities, or school conveyances. A person who is not an intended victim or target of discrimination but is adversely affected by the offensive conduct may file a report of discrimination.

The student's parents/guardians or any other person with knowledge of conduct that may violate this policy is encouraged to immediately report the matter to the building principal.

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

If the building principal is the subject of a complaint, the student, third party, or reporting employee shall report the incident directly to the Title IX Coordinator.

The complainant or the individual making the report may use the Discrimination/Sexual Harassment/Bullying/Hazing/Dating Violence/Retaliation Report Form attached to this policy for purposes of reporting an incident or incidents in writing; however, verbal reports of an incident or incidents shall be accepted, documented, and the procedures of this policy and the relevant attachments followed.

The building principal shall promptly notify the Title IX Coordinator of all reports of discrimination, Title IX sexual harassment, or retaliation. The Title IX Coordinator shall promptly contact the complainant regarding the report to gather additional information as necessary and to discuss the availability of supportive measures. The Title IX Coordinator shall consider the complainant's wishes with respect to supportive measures.

The Title IX Coordinator shall conduct an assessment to determine whether the reported circumstances are most appropriately addressed through the Discrimination Complaint Procedures prescribed in Attachment 2 to this policy, or if the reported circumstances meet the definition of Title IX sexual harassment and are most appropriately addressed through the Title IX Sexual Harassment Procedures and Grievance Process for Formal Complaints in Attachment 3, or other Board policies.

Disciplinary Procedures When Reports Allege Title IX Sexual Harassment

When a report alleges Title IX sexual harassment, disciplinary sanctions may not be imposed until the completion of the grievance process for formal complaints outlined in Attachment 3. The district shall presume that the respondent is not responsible for the alleged conduct until a determination has been made at the completion of the grievance process for formal complaints.

When an emergency removal, as described in Attachment 3, is warranted to address an immediate threat to the physical health or safety of an individual, and it is not feasible to continue educational services remotely or in an alternative setting, the normal procedures for suspension and expulsion shall be conducted to accomplish the removal, including specific provisions to address a student with a disability where applicable.

When an emergency removal is not required, disciplinary sanctions shall be considered in the course of the Title IX grievance process for formal complaints. Following the issuance of the written determination and any applicable appeal, any disciplinary action specified in the written determination or appeal decision shall be implemented in accordance with the normal procedures for suspensions, expulsions, or other disciplinary actions, including specific provisions to address a student with a disability where applicable.

Discipline/Placement of Student Convicted or Adjudicated of Sexual Assault

Upon notification of a conviction or adjudication of a student in this district for sexual assault against another student enrolled in this district, the district shall comply with the disciplinary or placement requirements established by state law and Board policy.

Confidentiality

Confidentiality of all parties, witnesses, the allegations, the filing of a report, and the investigation related to any form of discrimination or retaliation, including Title IX sexual harassment, shall be handled in accordance with applicable law, regulations, this policy, the attachments, and the district's legal and investigative obligations.

Retaliation

The Board prohibits retaliation by the district or any other person against any person for:

1. Reporting or making a formal complaint of any form of discrimination or retaliation, including Title IX sexual harassment.
2. Testifying, assisting, participating, or refusing to participate in a related investigation, process, or other proceeding or hearing.
3. Acting in opposition to practices the person reasonably believes to be discriminatory.

The district, its employees, and others are prohibited from intimidating, threatening, coercing, or discriminating against anyone for actions described above. Individuals are encouraged to contact the Title IX Coordinator immediately if retaliation is believed to have occurred.

Definitions

Complainant shall mean an individual who is alleged to be the victim.

Respondent shall mean an individual alleged to be the perpetrator of the discriminatory conduct.

Discrimination

Discrimination shall mean to treat individuals differently or to harass or victimize based on a protected classification, including race, color, age, creed, religion, sex, sexual orientation, ancestry, national origin, marital status, pregnancy, or handicap/disability.

Harassment is a form of discrimination based on the protected classifications listed in this policy consisting of unwelcome conduct such as graphic, written, electronic, verbal, or nonverbal acts, including offensive jokes, slurs, epithets, and name-calling; ridicule or mockery; insults or put-downs; offensive objects or pictures; physical assaults or threats; intimidation; or other conduct that may be harmful or humiliating or interfere with a person’s school or school-related performance when such conduct is:

1. Sufficiently severe, persistent, or pervasive; and

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

Definitions Related to Title IX Sexual Harassment

Formal complaint shall mean a document filed by a complainant or signed by the Title IX Coordinator alleging Title IX sexual harassment and requesting that the district investigate the allegation under the grievance process for formal complaints. The authority for the Title IX Coordinator to sign a formal complaint does not make the Title IX Coordinator a party in the grievance process for formal complaints. The phrase "document filed by a complainant" refers to a document or electronic submission that contains the complainant's physical or digital signature or otherwise indicates that the complainant is the person filing the formal complaint.

Supportive measures shall mean nondisciplinary, nonpunitive individualized services offered as appropriate, as reasonably available, and without fee or charge to the complainant or the respondent before or after the filing of a formal complaint or where no formal complaint has been filed.

Supportive measures shall be designed to restore or preserve equal access to the educational program or activity without unreasonably burdening the other party, including measures designed to protect the safety of all parties or the educational environment or to deter sexual harassment. Supportive measures may include, but are not limited to:

1. Counseling.
2. Extensions of deadlines or other course-related adjustments.
3. Modifications of work or class schedules.
4. Campus escort services.
5. Mutual restrictions on contact between the parties.
6. Changes in work or housing locations.
7. Leaves of absence.
8. Increased security.
9. Monitoring of certain areas of the campus.
10. Assistance from domestic violence or rape crisis programs.
11. Assistance from community health resources, including counseling resources.

Supportive measures may also include assessments or evaluations to determine eligibility for special education or related services, or the need to review an Individualized Education Program (IEP) or Section 504 Service Agreement based on a student's behavior. This could include, but is not limited to, a manifestation determination or functional behavioral assessment (FBA), in accordance with applicable law, regulations, or Board policy.

Title IX sexual harassment means conduct on the basis of sex that satisfies one or more of the following:

A district employee conditioning the provision of an aid, benefit, or district service on an individual's participation in unwelcome sexual conduct, commonly referred to as *quid pro quo sexual harassment.*

Unwelcome conduct determined by a reasonable person to be so severe, pervasive, and objectively offensive that it effectively denies a person equal access to a district education program or activity.

1. Sexual assault, dating violence, domestic violence, or stalking.

    a. ***Dating violence*** means violence committed by a person who is or has been in a social relationship of a romantic or intimate nature with the victim, and where the existence of such a relationship is determined by the following factors:
        i. Length of relationship.
        ii. Type of relationship.
        iii. Frequency of interaction between the persons involved in the relationship.

    b. ***Domestic violence*** includes felony or misdemeanor crimes of violence committed by a current or former spouse or intimate partner of the victim; by a person with whom the victim shares a child in common; by a person who is cohabitating with or has cohabitated with the victim as a spouse or intimate partner; by a person similarly situated to a spouse of the victim under the domestic or

family violence laws of the jurisdiction receiving federal funding; or by any other person against an adult or youth victim who is protected from that person's acts under the domestic or family violence laws of the jurisdiction.

c. ***Sexual assault*** means a sexual offense under state or federal law that is classified as a forcible or nonforcible sex offense under the uniform crime reporting system of the Federal Bureau of Investigation.

d. ***Stalking*****,** under Title IX, means stalking on the basis of sex, for example, when the stalker desires to date a victim. Stalking means to engage in a course of conduct directed at a specific person that would cause a reasonable person to either:

   i. Fear for their safety or the safety of others.

   ii. Suffer substantial emotional distress.

Such conduct must have taken place during a district education program or activity and against a person in the United States to qualify as sexual harassment under Title IX. An **education program or activity** includes the locations, events, or circumstances over which the district exercises substantial control over both the respondent and the context in which the harassment occurs. Title IX applies to all of a district's education programs or activities, whether such programs or activities occur on-campus or off-campus.

Delegation of Responsibility

In order to maintain a program of nondiscrimination practices that is in compliance with applicable laws and regulations, the Board designates the Director of Student Support Services as the district's Compliance Officer and Title IX Coordinator. The Compliance Officer/Title IX Coordinator can be contacted at:

Address: 3660 Old Oakdale Road
Email: kjoliver@southfayette.org
Phone Number: 412-221-4542 x429

The Compliance Officer and Title IX Coordinator shall fulfill designated responsibilities to ensure adequate nondiscrimination procedures are in place, to recommend new procedures or modifications to procedures, and to monitor the implementation of the district's nondiscrimination procedures in the following areas, as appropriate:

1. Curriculum and Materials - Review of curriculum guides, textbooks, and supplemental materials for discriminatory bias.
2. Training - Provide training for students and staff to prevent, identify, and alleviate problems of discrimination.
3. Resources - Maintain and provide information to staff on resources available to complainants in addition to the school complaint procedure or Title IX procedures, such as making reports to the police, and available supportive measures such as assistance from domestic violence or rape crisis programs and community health resources, including counseling resources.
4. Student Access - Review of programs, activities, and practices to ensure that all students have equal access and are not segregated except when permissible by law or regulation.
5. District Support - Assure that like aspects of the school programs and activities receive like support as to staffing and compensation, facilities, equipment, and related areas. [37]
6. Student Evaluation - Review of assessments, procedures, and guidance and counseling materials for stereotyping and discrimination.
7. Reports/Formal Complaints - Monitor and provide technical assistance to individuals involved in managing informal reports and formal complaints.

Guidelines

Title IX Sexual Harassment Training Requirements

The Compliance Officer and Title IX Coordinator, investigator(s), decision-maker(s), or any individual designated to facilitate an informal resolution process related to Title IX sexual harassment shall receive the following training, as required or appropriate to their specific role:

1. Definition of sexual harassment.
2. Scope of the district's education program or activity, as it pertains to what is subject to Title IX regulations.

3. How to conduct an investigation and grievance process for formal complaints, including examination of evidence, drafting written determinations, handling appeals, and informal resolution processes, as applicable.
4. How to serve impartially, including by avoiding prejudgment of the facts at issue, conflicts of interest, and bias.
5. Use of relevant technology.
6. Issues of relevance, including when questions and evidence about the complainant's sexual predisposition or prior sexual behavior are not relevant.
7. Issues of relevance, weight of evidence, application of standard of proof, and drafting investigative reports that fairly summarize relevant evidence.
8. How to address complaints when the alleged conduct does not qualify as Title IX sexual harassment but could be addressed under another complaint process or board policy.

All training materials shall promote impartial investigations and adjudications of formal complaints of Title IX sexual harassment without relying on sex stereotypes.

All training materials shall be posted on the district's website.

Disciplinary Consequences

A student who is determined to be responsible for violation of this policy shall be subject to appropriate disciplinary action consistent with the Code of Student Conduct, which may include but is not limited to:

1. Loss of school privileges.
2. Permanent transfer to another school building, classroom, or school bus.
3. Exclusion from school-sponsored activities.
4. Detention.
5. Suspension.
6. Expulsion.
7. Referral to law enforcement officials.

An employee who violates this policy shall be subject to appropriate disciplinary action consistent with the applicable Board policy, collective bargaining agreement, and individual contract, up to and including dismissal and/or referral to law enforcement officials.

Reports of Discrimination

Any reports of discrimination that are reviewed by the Title IX Coordinator and do not meet the definition of Title IX sexual harassment but are based on race, color, age, creed, religion, sex, sexual orientation, ancestry, national origin, marital status, pregnancy, or handicap/disability shall follow the Discrimination Complaint Procedures in Attachment 2 to this policy.

Reports of Title IX Sexual Harassment

Any reports deemed by the Title IX Coordinator to meet the definition of sexual harassment under Title IX shall follow the Title IX Sexual Harassment Procedures and Grievance Process for Formal Complaints in Attachment 3 to this policy.

Click on the links below for access to the attachments for Board Policy 103 – Unlawful Harassment

103-104 Attachment1.docx - Discrimination/Sexual Harassment/Retaliation Report Form
103-Attachment 2 Discrinimation.docx - Discrimination Complaint Procedures
103-Attachment 3 Title IX.docx - Title IX Sexual Harassment Procedures and Grievance Process for Formal Complaints

REVISED BOARD POLICY 249 - BULLYING/CYBERBULLYING

The South Fayette Township School District is committed to providing a district climate that encourages inclusion by creating a safe, positive learning environment for all students. We recognize 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, bullying of any kind will not be tolerated. Bullying is defined as an intentional electronic, written, verbal, or physical act or series of acts that occurs in a school setting that (a) is directed at another student or students; (b) is severe, persistent, or pervasive; and (c) has the effect of (i) substantially interfering with the student's education by (ii) creating a threatening environment and/or (iii) substantially disturbing the orderly operation of the school.

Bullying includes, but is not limited to, physical intimidation or assault; extortion; oral or written threats; malicious teasing, putdowns, social isolation, or name-calling; threatening looks, gestures, or actions; cruel rumors; and false accusations, including any of the foregoing via electronic communications such as the internet, email, text messaging, or other methods. 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, at any activity sponsored, supervised, or sanctioned by the District, or any other time that students are subject to the jurisdiction of the District.

The Board prohibits all forms of bullying by district students and staff. 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 for respecting the rights of others and for ensuring 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.

INFRACTION OF BULLYING / CYBERBULLYING	DISCIPLINARY CONSEQUENCE	RESTORATIVE / RECONCILIATION
Bullying is defined as an intentional electronic, written, verbal or physical act or series of acts which occurs in a school setting, that (a) are directed at another student or students; (b) are severe, persistent or pervasive; and (c) have the effect of (i) substantially interfering with the student's education (ii) creating a threatening environment and/or (iii) substantially disturbing the orderly operation of the school. Bullying includes, but is not limited to, physical intimidation or assault; extortion; oral or written threats; malicious teasing, putdowns, social isolation or name calling; threatening looks, gestures, or actions; cruel rumors; and false accusations, including any	Appropriate discipline will be implemented per the respective school handbook.	Support may include but is not limited to: mediation (if agreed upon by all parties), teacher-student-parent meetings, interactions with a school counselor/social worker, communication with teachers as needed, referrals to the Student Assistance Program, restorative lessons and service- oriented opportunities.

of the foregoing via electronic communications such as the internet, email, text messaging, or other methods. Bullying, as defined in this policy, includes cyberbullying.		

BOARD POLICY #256 - EDUCATIONAL ENVIRONMENT/ANTI-INTIMIDATION

Introduction

Every student, every educator and every staff member — regardless of their race, color, age, creed, religion, sex, sexual orientation, ancestry, national origin, marital status, pregnancy, or handicap/disability — is a valued member of our community. The district recognizes that it must remain steadfast in its commitment to foster an environment where all members of the community feel welcome, respected, and safe in all of our schools, buildings, and facilities.

The Board believes that a welcoming and inclusive educational environment is integral to the district's vision, mission, and goals. Addressing the needs of all learners requires recognition of the inherent value of each individual and acknowledgment that educational excellence requires a commitment to providing equal opportunities to students, regardless of their race, color, age, creed, religion, sex, sexual orientation, ancestry, national origin, marital status, pregnancy, or handicap/disability .

Purpose

The purpose of this policy is to support a learning environment that honors and respects all students attending our schools and living in our community. Intimidation on the basis of race, color, age, creed, religion, sex, sexual orientation, ancestry, national origin, marital status, pregnancy, or handicap/disability is illegal and morally reprehensible and is not tolerated in the district. However, in order to nurture a stronger community, the district is also committed to providing an environment and practices for reconciliation that not only include reflection and restoration but also create the conditions for forgiveness.

Policy

Behaviors that create an unsafe, intimidating, or disruptive environment that interferes with a student's educational performance will not be tolerated, and allegations of such conduct will be investigated pursuant to the Student Code of Conduct, the Student Handbook, Employee Handbooks, and applicable Board Policies, including, but not limited to, Board Policy Nos. 103, 103.1, 104, 218, 247, 249, 252, 317, 317.1, and 806.

Intimidation

In addition, the Board prohibits intimidation. For purposes of this policy, intimidation means words based on the actual or perceived race, color, age, creed, religion, sex, sexual orientation, ancestry, national origin, marital status, pregnancy, or handicap/disability of another individual that are lewd, vulgar, indecent, or plainly offensive. Examples include slurs and epithets.

Intimidation also means words based on the actual or perceived race, color, religion, national origin, ancestry, mental or physical disability, sexual orientation, gender, or gender identity of another individual that cause, or would be reasonably likely to cause, a material and substantial disruption in the school or interfere with the work of the school or the rights of other students.

Reporting

A student or individual who believes they have been subject to discrimination by any student, employee or third party is encouraged to immediately report the incident to the building principal using the

Discrimination/Sexual Harassment/Bullying/Hazing/Dating Violence/Retaliation Report Form or by making a general report verbally or in writing to the building principal.

Investigation
The District shall conduct an adequate, reliable, and impartial investigation. The parties may suggest additional witnesses and provide other evidence during the course of the investigation.

The investigation may consist of individual interviews with the parties and others with knowledge relative to the allegations. The District's investigator may also evaluate any other information and materials relevant to the investigation.

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

The parties shall be informed of the outcome of the investigation, for example, whether the investigator believes the allegations to be founded or unfounded, within a reasonable time.

Informal Remedies
At any time after a complaint has been reported, the District may offer the parties involved in the complaint the opportunity to participate in informal remedies to address the reported conduct. Informal remedies can take many forms, depending on the particular case. Examples include, but are not limited to, mediation, facilitated discussions between the parties, restorative practices, acknowledgment of responsibility by the accused, apologies, a requirement to engage in specific services, or other measures to support the parties.

District Action
Students who commit the offense of intimidation when subject to the District's disciplinary authority will be disciplined and/or mandated to reconcile through restorative practices as determined by the District based on various factors, including the age of students and the severity and pervasiveness of the conduct.

Restorative/Reconciliation Practices A student who is determined to be responsible for violation of this policy shall be subject to restorative and/or reconciliation practices, which may include but are not limited to:

1. Mediation/informal resolution (if agreed upon by all parties).
2. Teacher-student-parent meetings.
3. Interactions with a school counselor/social worker.
4. Communication with teachers as needed.
5. Referrals to the Student Assistance Program.
6. Restorative lessons and service-oriented opportunities.

Disciplinary Consequences
A student who is determined to be responsible for violation of this policy shall be subject to appropriate disciplinary action consistent with the Code of Student Conduct, which may include but is not limited to:

1. Loss of school privileges.
2. Permanent transfer to another school building, classroom, or school bus.
3. Exclusion from school-sponsored activities.
4. Detention.
5. Suspension.
6. Expulsion.
7. Referral to law enforcement officials

Delegation of Responsibility
Shared Responsibilities of Community Members

Each student shall be responsible to respect the dignity and rights of others in order to foster an atmosphere free from insensitivity, discrimination, and intimidation.
Each teacher shall be responsible for creating a safe learning environment for all students by fostering a culture that is free from insensitivity, discrimination, and intimidation of any kind.

Building administrators shall work to create a community within each building that is free from insensitivity, discrimination, and intimidation of any kind.

The Superintendent or designee shall develop administrative regulations to implement this policy. Such administrative regulations shall be reviewed annually with students and parents/guardians.

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 of School Directors.

Guidelines
The Code of Student Conduct, contained within each building handbook, shall include this policy and shall be discussed with students and disseminated annually to students and parents/guardians.

SCHOOL BOARD POLICY #218.1 – WEAPONS

Purpose
The Board recognizes the importance of a safe school environment relative to the educational process. Possession of weapons in the school setting is a threat to the safety of students and staff and is prohibited by law.

Definitions
Weapon - the term shall include but not be limited to any knife; cutting instrument; cutting tool; nunchaku stick; firearm; pellet gun; BB gun; look-alike weapon; shotgun; rifle; explosive device; Bowie knife; Dirk knife; lock-blade knife; hunting knife; chains; brass knuckles; night sticks; axe handles; metal knuckles; straight razors; poisons; noxious, irritating, or poisonous gasses (mace); razor; loaded cane; sword cane; machete; taser; shocker; and/or any other tool, instrument, or implement capable of inflicting serious bodily injury.

Possessing - a student is in possession of a weapon when the weapon is found on the person of the student, in the student's locker, or under the student's control while on school property, on property being used by the school, at any school function or activity, at any school event held away from the school, or while the student is coming to or from school.

Authority
The Board prohibits students from possessing and bringing weapons and replicas of weapons into any school district buildings, onto school property, to any school-sponsored activity, and onto any public vehicle providing transportation to school or a school-sponsored activity.

The school district shall expel for a period of not less than one (1) year any student who violates this weapons policy. Such expulsion shall be given in conformance with formal due process proceedings required by law. The superintendent may recommend modifications of such expulsion requirements on a case-by-case basis.

Delegation of Responsibility
The Board hereby directs the superintendent or his/her designee to develop and implement a plan for the ongoing protection of the educational community regarding the possession of weapons on school property. This plan is to include implementation of procedures in the event weapons are found on a student and is geared directly towards student safety.

In the case of a student with disabilities, the superintendent shall take all necessary steps to comply with the Individuals with Disabilities Education Act.

The superintendent or designee shall report the discovery of any weapon prohibited by this policy to the student's parents/guardians and to local law enforcement officials.

The superintendent or designee shall report all incidents relating to expulsion for possession of a weapon to the Department of Education.

The superintendent or designee shall be responsible for developing a memorandum of understanding with local law enforcement officials that sets forth procedures to be followed when an incident occurs involving an act of violence or possession of a weapon by any person on school property.

Acts of violence or possession of a weapon in violation of this policy shall be reported to the Office of Safe Schools on the required form at least once each year.

Guidelines

Any school employee who has reasonable suspicion that a student is in violation of this policy shall immediately inform the building principal, who will conduct the complete investigation. The principal must notify the superintendent, make every effort to contact the parent/guardian (documenting attempts) as soon as possible, and, if deemed appropriate, summon local law enforcement officials.

Upon just cause for suspicion of possession of a weapon, the principal will request the student to volunteer to be searched or have his/her locker searched by a school official in the presence of a witness. If the student resists being searched or having his/her locker searched, the principal will immediately summon local law enforcement officials and request assistance. Parents/Guardians shall be notified as soon as possible.

If a student is found in violation of this policy, the student shall:

1. Receive a ten (10) day out-of-school suspension.
2. Be given the opportunity to attend an informal hearing with the principal, unless this provision is waived by the parent/guardian during the ten-day suspension.

Formal due process proceedings before the Board regarding expulsion shall be scheduled in cases where the administration is recommending expulsion.

Students, staff, and parents/guardians shall be informed at least annually concerning this policy.

An exception to this policy may be made by the superintendent, who shall prescribe special conditions or procedures to be followed.

Weapons under the control of law enforcement personnel are permitted.

In accordance with the federal Gun-Free School Zone Act, possession or discharge of a firearm in, on, or within 1,000 feet of school grounds is prohibited. Violations shall be reported to the appropriate law enforcement agency.

Nothing in this policy is to be construed to interfere with items necessary for the educational program. This could include, but not be limited to, items in shop class instruction, science instruction, home economics class, and art room instruction.

Transfer Students

When the school district receives a student who transfers from a public or private school during an expulsion period for an offense involving a weapon, the district may assign that student to an alternative assignment or may provide alternative education, provided the assignment does not exceed the expulsion period.

SUMMARIZATION OF DRUG AND ALCOHOL POLICY AND ADMINISTRATIVE GUIDELINES

SITUATIONAL/ CATEGORY	IMMEDIATE ACTION	INVESTIGATION	NOTIFICATION OF PARENTS	NOTIFICATIONS OF POLICE	DISPOSITION OF SUBSTANCE	DISCIPLINE/ REHABILATION
1. A student is suspected of possible drug, mood- altering, synthetic drugs, or lookalike substance or alcohol use. There is no violation or physical evidence.	The student is informed of available help and encouraged to seek assistance.	Limited to staff member contacting coordinators or principal for assistance.	Limited to behavioral problem.	Not applicable.	Not applicable.	None. Referral to SAP Team
2. A student contacts a staff member in regard to the drug, mood-altering, or look-alike substance or alcohol use of another student.	The student who contacts a staff member is encouraged to get the student with a problem to personally seek assistance.	Staff member contacts SAP Team member.	Not applicable.	Not applicable.	Not applicable.	None. Referral to SAP Team member.
3. A student volunteers information about personal	Student informed of services available and encouraged to seek assistance.	Staff member will request advice from SAP Team member.	Only with the consent of the student, unless there is a clear	Not applicable.	Not applicable.	None. Referral to SAP Team.

drug, mood altering, or look-alike substance or alcohol use and asks for help.			and imminent danger.			
4. The student possesses drug-related paraphernalia, no evidence of use.	Principal summoned, paraphernalia confiscated. Staff member writes anecdotal report.	The student, his/her locker and other possessions will be searched. Confiscation of substance.	Yes.	At the discretion of principal.	Analysis, if warranted.	Required meetings with SAP Team or principal. Level III Violation -3-day suspension.
5. A student possesses uses or is under the influence of drugs, mood-altering, or look-alike substances, or alcohol. First offense cooperative behavior.	Principal is summoned. Staff member writes anecdotal report.	The student, his/her locker and other possessions will be searched. Confiscation of substance.	Yes, parental conference arranged as soon as possible.	At the discretion of principal	Analysis will be made.	Informal hearing. Level III Violation – 5-day suspension. Required participation in a chemical abuse program as determined after assessment by service provider.
6. The student has a drug, mood–altering, or look–alike substance or alcohol related	The nurse will be summoned immediately. Student may be transported to medical facility.	The principal will investigate the incident. This will include a search of his student, locker and other possessions.	Notification of the incident in the case of a health problem or medical emergency.	Only in cases where the safety of the emergency victim or school population is at risk.	Analysis will be made.	Level III Violation- 5-day suspension. May include time or hospitalization. Referral to SAP Team. If evidence of further violation, see appropriate situation category.

medical emergency.						
7. A student possesses uses or is under this influence of drugs, mood-altering, or look-alike substances or alcohol. First offense, uncooperative behavior.	Principal is summoned. Staff member writes anecdotal report.	The student, his/her locker and other possessions will be searched. Confiscation of substance.	Yes, required to come to school as soon as possible.	Yes.	Analysis will be made for possible use in further proceedings.	Informal hearing. Level III Violation-10day suspension. Possible board hearing. Required participation in a chemical abuse program as determined after assessment by service provider.

SUMMARIZATION OF DRUG AND ALCOHOL POLICY AND ADMINISTRATIVE GUIDELINES

SITUATIONAL/ CATEGORY	IMMEDIATE ACTION	INVESTIGATION	NOTIFICATION OF PARENTS	NOTIFICATION OF POLICE	DISPOSITION OF SUBSTANCE	DISCIPLINE/ REHABILITATION
8. A student possesses uses or is under the influence of drugs, mood-altering, or look-alike substances or alcohol at a school-related activity on or off school property.	Chaperone will contact group advisor, police and principal. Medical assistance will be called if necessary.	The student, his/her locker and possessions are searched. Confiscation of substance.	Yes, immediately.	At the discretion of group advisor or principal.	Analysis will be made for possible use in further proceeding.	Level III-5-day cooperative. Level IV-10 day, uncooperative. Parents contacted to come for student immediately. Possible board hearing. Required participation in a chemical abuse program, as determined after assessment by service provider.
9. A student is caught again in possession, use or is under the influence of drugs, mood-altering, or look-alike substances, or alcohol.	Principal is summoned, staff member writes anecdotal report. Medical assistance will be called if necessary.	The student, his/her locker and possessions are searched. Confiscation of substance.	Yes, requested to come to principal's office immediately.	Yes.	Analysis will be made for possible use in further proceedings.	Level IV Violation. The student shall be suspended from school for ten days and shall be referred to the Board of school Directors for a board hearing and action. Administration will require that conditions for the return to school. If expulsion, include an assessment by a licensed drug and alcohol facility and compliance with the

SCHOOL BOARD POLICY #815 – ACCEPTABLE USE OF INTERNET

Purpose

The district shall provide employees and students with access to the district's electronic communication system, which includes Internet access.

The district system has a limited educational purpose. The purpose of the district system is to assist in preparing students for success in life and work by providing them with electronic access to a wide range of information and the ability to communicate with people throughout the world. Additionally, the system will be used to increase district intracommunication, enhance productivity, and assist district employees in upgrading their skills through greater exchange of information with their peers. The district system will also assist the district in sharing information with the local community, including parents/guardians, social service agencies, government agencies, and businesses.

Definition

The term **educational purpose** includes use of the system for classroom activities, professional or career development, and limited high-quality self-discovery activities.

Authority

The Board establishes that network use is a privilege, not a right; inappropriate, unauthorized, and illegal use will result in cancellation of those privileges and appropriate disciplinary action.

The Board shall establish a list of materials, in addition to those stated in law, that are inappropriate for access by minors.

Delegation of Responsibility

The district shall make every effort to ensure that this resource is used responsibly by students and staff.

Students and staff have the responsibility to respect and protect the rights of every other user in the district and on the Internet.

The superintendent will serve as the coordinator to oversee the district system.

The building principal will serve as the building-level coordinator for the district system, will approve building-level activities, and will ensure teachers receive proper training in the use of the system and the requirements of this policy, establish a system to ensure adequate supervision of students using the system, maintain executed user agreements, and be responsible for interpreting this policy at the building level.

The Network Systems Administrator will establish a process for setting up individual and class accounts, set quotas for disk usage on the system, establish a retention schedule, establish a district virus protection process, and perform other activities as deemed appropriate.

The superintendent or designee shall be responsible for implementing technology and procedures to determine whether the district's computers are being used for purposes prohibited by law or for accessing sexually explicit materials. The procedure shall include but not be limited to:

1. Utilizing a technology protection measure that blocks or filters Internet access for minors and adults to certain visual depictions that are obscene, child pornography, harmful to minors with respect to use by minors, or determined inappropriate for use by minors by the Board.

0. Maintaining and securing a usage log.

0. Monitoring online activities of minors.

0. Educate minors about appropriate online behavior, including interacting with other individuals on social networking websites and in chat rooms.

0. Cyberbullying awareness and response.

Guidelines

Technical Services Provided Through District System

E-Mail – E-mail will allow employees and students to communicate with people throughout the world. Users will also be able to subscribe to mail lists to engage in group discussions related to educational subjects.

World Wide Web – The web provides access to a wide range of information in the form of text, graphics, photographs, video, and sound from throughout the world. The web is a valuable research tool for students and employees.

Telnet – Telnet allows the user to log into remote computers.
File Transfer Protocol (FTP) – FTP allows users to download large files and computer softwa
Newsgroups – Newsgroups are discussion groups that are similar to mail lists. The district will provide access to selected newsgroups that relate to subjects that are appropriate to the educational purpose of the district.

Internet Relay Chat (IRC) – IRC provides the capability of engaging in real-time discussions. The district will provide access to IRC only for specifically defined educational activities.

Access to the System

Board policy will govern all use of the district system. Student use of the system will also be governed by the Code of Student Conduct, as outlined in the student/parent handbook. Employee use will be governed by Board policy.

World Wide Web – All district employees and students will have access to the web through the district's networked computers. No agreement will be required. Parents/Guardians may specifically request that their child(ren) not be provided such access by notifying the district in writing of this request.

Classroom Accounts – Elementary age students will be granted e-mail access only through a classroom account. Elementary students may be provided with an individual account under special circumstances, at the request of their teacher and with the approval of their parent/guardian. An agreement will only be required for an individual account, which must be signed by the student and his/her parent/guardian. Parents/Guardians may specifically request that their child(ren) not be provided access through the classroom account by notifying the district in writing of this request.

Individual E-Mail Accounts for Students – Secondary students may be provided with individual e-mail accounts. Secondary students will not have dial-up access to the system. An agreement will be required for an individual e-mail account. This agreement must be signed by the student and his/her parent/guardian.

Individual E-Mail Accounts for District Employees – District employees will be provided with an individual account and may have dial-up access to the system. No agreement will be required.

Guest Accounts – Guests may receive an individual account with the approval of a district administrator if there is a specific, district-related purpose requiring such access. Use of the system by a guest must be specifically limited to the district-related purpose. An agreement will be required, and a parental signature will be required if the guest is a minor (e.g., districts may allow homeschoolers to obtain access through the district system).

Parental Notification and Responsibility

The district will notify parents/guardians about the district network and the policies governing its use. Parents/Guardians must sign an agreement to allow their student to have an individual account. Parents/Guardians may request alternative activities for their child(ren) that do not require Internet access.

Parents/Guardians have the right at any time to investigate the contents of their child(ren)'s e-mail files. Parents/Guardians have the right to request the termination of their child(ren)'s individual account at any time.

This policy contains restrictions on accessing inappropriate material. There is a wide range of material available on the Internet, some of which may not be fitting with the particular values of the families of the students. Further, the district recognizes that parents/guardians bear primary responsibility for transmitting their particular set of family values to their children. The district will encourage parents/guardians to specify to their child(ren) what material is and is not acceptable for their child(ren) to access through the district system.

The district will provide students and parents/guardians with guidelines for student safety while using the Internet.

District Limitation of Liability

The district makes no warranties of any kind, either express or implied, that the functions or the services provided by or through the district system will be error-free or without defect. The district will not be responsible for any damage users may suffer, including but not limited to, loss of data or interruptions of service. The district is not responsible for the accuracy or quality of the information obtained through or stored on the system. The district will not be responsible for financial obligations arising through the unauthorized use of the system.

Unacceptable Use/Prohibitions

Users may not use the district system for commercial purposes, defined as offering or providing goods or services or purchasing goods or services for personal use. Board policy will be followed for the purchase of goods or services through the district system.

Users may not use the system for political lobbying. District employees and students may use the system to communicate with their elected representatives and to express their opinion on political issues.

Users shall not:

1. Transmit material likely to be offensive or objectionable to recipients.

2. Intentionally obtain or modify files, passwords, and data belonging to other users.
3. Impersonate another user, anonymity, and pseudonyms.
4. Load or use unauthorized games, programs, files, or other electronic media.
5. Disrupt the work of other users.

Illegal Activities – Users will not attempt to gain unauthorized access to the district system or to any other computer system through the district system, or go beyond their authorized access. This includes attempting to log in through another person's account or access another person's files. These actions are illegal, even if only for the purposes of browsing.

Users will not make deliberate attempts to disrupt the computer system performance or destroy data by spreading computer viruses or by any other means. These actions are illegal.

Users will not use the district system to engage in any other illegal act, such as arranging for a drug sale or the purchase of alcohol, engaging in criminal gang activity, threatening the safety of a person, etc.

Inappropriate Language – Restrictions against inappropriate language apply to public messages, private messages, and material posted on web pages.

Users will not use obscene, profane, lewd, vulgar, rude, inflammatory, threatening, or disrespectful language.

Users will not post information that, if acted upon, could cause damage or a danger of disruption.

Users will not engage in personal attacks, including prejudicial or discriminatory attacks.

Users will not harass another person. Harassment is persistently acting in a manner that distresses or annoys another person. If a user is told by a person to stop sending them messages, they must stop.

Users will not knowingly or recklessly post false or defamatory information about a person or organization.

Respect for Privacy – Users will not repost a message that was sent to them privately without permission of the person who sent them the message.
Users will not post private information about another person.

Respecting Resource Limits – Users will use the system only for educational and professional or career development activities (no time limit) and limited high-quality, self-discovery activities.

Users will not download large files unless absolutely necessary. If necessary, users will download the file at a time when the system is not being heavily used and immediately remove the file from the system computer to their personal computer.

Users will not post chain letters or engage in spamming. **Spamming** is sending an annoying or unnecessary message to a large number of people.

Users will check their e-mail frequently, delete unwanted messages promptly, and stay within their e-mail quota.

Users will subscribe only to high-quality discussion group mail lists that are relevant to their education or professional/career development.

Plagiarism and Copyright Infringement – Users will not plagiarize works that they find on the Internet. **Plagiarism** is taking the ideas or writings of others and presenting them as if they were original to the user.

Users will respect the rights of copyright owners. Copyright infringement occurs when an individual inappropriately reproduces a work that is protected by a copyright. If a work contains language that specifies acceptable use of that work, the user should follow the expressed requirements. If the user is unsure whether or not they can use a work, they should request permission from the copyright owner.

Inappropriate Access to Material – Users will not use the district system to access material that is profane or obscene (pornography), that advocates illegal acts, or that advocates violence or discrimination towards other people (hate literature).

If a user inadvertently accesses such information, they should immediately disclose the inadvertent access in a manner specified by their school. This will protect users against an allegation that they have intentionally violated this policy.

Personal Safety – Students – Users will not post personal contact information about themselves or other people. Personal contact information includes address, telephone, school address, work address, etc.

Users will not agree to meet with someone they have met online without their parent's/guardian's approval and participation.

Users will promptly disclose to their teacher or other school employee any message they receive that is inappropriate or makes them feel uncomfortable.

<u>System Security</u>

Users are responsible for the use of their individual account and should take all reasonable precautions to prevent others from being able to use their account. Under no conditions should a user provide their password to another person.

Users are not to use a computer that has been logged in under another student's or employee's name.

Users will immediately notify the building principal or designee if they have identified a possible security problem. Users will not go looking for security problems, because this may be construed as an illegal attempt to gain access.

Users will avoid the inadvertent spread of computer viruses by following district virus protection procedures if they download software.

Any user identified as a security risk or having a history of problems with other computer systems may be denied access to the network.

Consequences for Inappropriate Use

The network user shall be responsible for damages to the equipment, systems, and software resulting from deliberate or willful acts.

Illegal use of the network; intentional deletion or damage to files of data belonging to others; copyright violations; and theft of services will be reported to the appropriate legal authorities for possible prosecution.

Due Process – The district will cooperate fully with local, state, or federal officials in any investigation concerning or relating to any illegal activities conducted through the district system.

In the event there is an allegation that a student has violated this policy, the student will be provided with notice and an opportunity to be heard in the manner set forth in the Board policy and Code of Student Conduct, as outlined in the student/parent handbook.

Disciplinary actions will be tailored to meet specific concerns related to the violation and to assist the student in gaining the self-discipline necessary to behave appropriately on an electronic network. If the alleged violation also involves a violation of other provisions of the Code of Student Conduct, the violation will be handled in accordance with applicable provisions of the Code of Student Conduct.

Employee violations of this policy will be handled in accordance with applicable Board policy.

Any district administrator may terminate the account privileges of a guest user by providing notice to the user. Guest accounts not active for more than thirty (30) days may be removed, along with the user's files, without notice to the user.

Search and Seizure – System users shall have a limited expectation of privacy in the contents of their personal files on the district system.

Routine maintenance and monitoring of the system may lead to the discovery that the user has violated or is violating this policy, the Code of Student Conduct, or the law.

An individual search will be conducted if there is reasonable suspicion that a user has violated the law, the Code of Student Conduct, or this policy.

The nature of the investigation will be reasonable and in the context of the nature of the alleged violation.

Copyright and Plagiarism – Board policies on copyright will govern the use of material accessed through the district system.

Board policies on plagiarism will govern the use of material accessed through the district system. Teachers will instruct students in appropriate research and citation practices.

Academic Freedom, Selection of Material, Student Rights to Free Speech – Board policies on academic freedom and free speech will govern the use of the Internet.

When using the Internet for class activities, teachers will select material that is appropriate in light of the age of the students and that is relevant to the course objectives. Teachers will preview the materials and sites they require or recommend students access to determine the appropriateness of the material contained on or accessed through the site. Teachers will provide guidelines and lists of resources to assist students in channeling their research activities effectively and properly. Teachers will assist students in developing the skills to ascertain the truthfulness of information, distinguish fact from opinion, and engage in discussions about controversial issues while demonstrating tolerance and respect for those who hold divergent views.

Safety

To the greatest extent possible, users of the network will be protected from harassment and unwanted or unsolicited communication. Any network user who receives threatening or unwelcome communications shall report such immediately to a teacher or administrator. Network users shall not reveal personal information to other users on the network, including chat rooms, e-mail, Internet, etc.

Any district computer/server utilized by students and staff shall be equipped with Internet blocking/filtering software.

Internet safety measures shall effectively address the following:

1. Control of access by minors to inappropriate matter on the Internet and World Wide Web.

0. Safety and security of minors when using electronic mail, chat rooms, and other forms of direct electronic communications.

0. Prevention of unauthorized online access by minors, including "hacking" and other unlawful activities.

0. Unauthorized disclosure, use, and dissemination of personal information regarding minors.

0. Restriction of minors' access to materials harmful to them.

District Website

The district will establish a website and will develop web pages that will present information about the district. Material appropriate for placement on the district website includes, but is not limited to, district information, school information, teacher or class information, student projects, and student extracurricular organization information. Personal, noneducationally related information will not be allowed on the district website.

The superintendent's appointee will be designated the District Web Publisher, responsible for maintaining the official district website and monitoring web activity. The Web Publisher will develop style and content guidelines for official district and school web materials and develop procedures for the placement and removal of such material. All official district material posted on the district website must be pre-approved by the District Web Publisher.

School or Class Web Pages

Schools and classes may establish web pages that present information about the school or class activities. The building principal will designate a school web publisher, responsible for managing the school website and monitoring class, teacher, student, and extracurricular web pages. All official school material will be consistent with the district's style and content guidelines and pre-approved by the School Web Publisher. The School Web Publisher will develop additional guidelines for the school website.

Teacher Web Pages
Teachers may establish web pages for use with class activities or that provide a resource for other teachers. Teachers will be responsible for maintaining their class or educational resource sites. Teacher web pages will not be considered official material but will be developed in such a manner as to reflect well upon the district and school.

Staff Web Pages
Staff may develop web pages that serve as a resource for others. Staff will be responsible for maintaining their resource sites. Staff web pages will not be considered official material but will be developed in such a manner as to reflect well upon the district.

Student Web Pages
Students may create websites as part of a class activity. Material represented on a student class activity website must meet the educational objectives of the class activity.

With the approval of the building principal and the district web publisher, students may establish personal web pages. Material presented on the student's website must be related to the student's educational and career preparation activities.

It will not be considered a violation of a student's right to free speech to require removal of material that fails to meet established educational objectives or that is in violation of a provision of this policy or the Code of Student Conduct. However, student material may not be removed on the basis of disagreement with the views expressed by the student. Student web pages must include notice that the web page is a student web page and that opinions expressed on this page shall not be attributed to the district.

Student web pages will be removed at the end of the school year unless special arrangements are made. A notice will be provided to students prior to such removal.

Extracurricular Organization Web Pages
With the approval of the building principal, extracurricular organizations may establish web pages. Material presented on the organization's web page must relate specifically to organization activities and will include only student-produced material.

Organization web pages must include notice that the web page is a student extracurricular organization web page and that opinions expressed on this page shall not be attributed to the district.

Web Page Requirements
All provisions of this policy will govern material placed on the web page.

Web pages shall not:

1. Contain the full name, address, or telephone number of any students. First names or first names and the first letter of the last name may be used where appropriate.

0. Display photographs or videos of any identifiable individual without a signed model release. Model releases for students under the age of eighteen (18) must be signed by their parent/guardian.

0. Contain copyrighted or trademarked material belonging to others until written permission to display such material has been obtained from the owner. There will be no assumption that the publication of copyrighted material on a website is within the fair use exemption.

Material placed on the website is expected to meet academic standards of proper spelling, grammar, and accuracy of information.

Students may retain the copyright on the material they create that is posted on the web. District employees may retain the copyright on material they create and post, if appropriate.

All web pages will carry a stamp indicating when it was last updated and the e-mail address for the person responsible for the page.

All web pages should have a link at the bottom of the page that will help users find their way to the appropriate district home page.

Users should retain backup copies of their web pages.

COMPUTER USAGE POLICY

The South Fayette Township School District has established computer facilities to support its philosophy to provide a comprehensive education that meets the needs of all students and will prepare them adequately for their future. Proper use of all equipment, software, facilities, and supplies is required by all students. Any student using district computers must have a signed Acceptable Use Policy on file with the Technology Coordinator. Any person involved in violating this policy will be subject to disciplinary action.

Parents or guardians shall be responsible for the loss or destruction of school property and that of other pupils and teachers when such damage or loss is the result of deliberate or mischievous action on the part of their children.

Violations include, but are not limited to, the actions listed below:

1. Vandalism by damaging computer facilities, equipment, software, or supplies.
2. Theft of equipment, time, service, software, or supplies.
3. Misuse of facilities, equipment, software, or supplies.
4. Plagiarizing by unauthorized entry or transfer of files to read, change, copy, or destroy.
5. Sharing unauthorized information.
6. Possession of software or materials that will enable a student to break the code to enter a file system, computer program, or database.
7. Any attempt to break into a file or system by circumventing security procedures.
8. Unauthorized use of school equipment.
9. Use of computers to create or send abusive, harassing, pornographic, or obscene messages.
10. Violations of copyright and/or licensing agreements. Unauthorized presence in the computer room.
11. Downloading any materials onto school computers without authorization.
12. Attempts to circumvent firewalls or other security programs for any reason.
0. Violations of the Internet Acceptable Use Policy.

Immediate disciplinary action will be taken by any or all of the following:

a. Restriction or revocation of computer privileges
b. Restitution
c. Referral to legal authorities for prosecution
d. An investigation will occur, and appropriate disciplinary measures will be taken.

SCHOOL BOARD POLICY #210.1 - POSSESSION/USE OF ASTHMA INHALERS/EPINEPHRINE AUTO-INJECTORS

Authority

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

Definitions

Asthma inhaler shall mean a prescribed device used for self-administration of short-acting, metered doses of prescribed medication to treat an acute asthma attack.

Epinephrine auto-injector shall mean a prescribed disposable drug delivery system designed for the self-administration of epinephrine to provide rapid first aid for persons suffering the effects of anaphylaxis.

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

Guidelines

Before a student may possess or use an asthma inhaler or epinephrine auto-injector in the school setting, the Board shall require the following:

1. A written request from the parent/guardian that the school comply with the order of the licensed physician, certified registered nurse practitioner, or physician assistant.

0. A written statement from the parent/guardian acknowledging that the school is not responsible for ensuring the medication is taken and relieving the district and its employees of responsibility for the benefits or consequences of the prescribed medication.

0. A written statement from the licensed physician, certified registered nurse practitioner, or physician assistant that states:
    a. Name of the drug.
    a. Prescribed dosage.
    b. Times medication is to be taken.
    c. Length of time medication is prescribed.
    d. Diagnosis or reason medication is needed, unless confidential.
    e. Potential serious reaction or side effects of medication.
    f. Emergency response.
    g. If the child is qualified and able to self-administer the medication.

The student shall notify the school nurse immediately following each use of an asthma inhaler or epinephrine auto-injector.

The district reserves the right to require a statement from the licensed physician, certified registered nurse practitioner, or physician assistant for the continued use of a medication beyond the specified time period.

A written request for student use of an asthma inhaler and/or epinephrine auto-injector shall be submitted annually, along with required written statements from the parent/guardian and an updated prescription.

Student health records shall be confidential and maintained in accordance with state and federal laws and regulations.

A student whose parent/guardian completes the written requirements for the student to possess an asthma inhaler or epinephrine auto-injector and to self-administer the prescribed medication in the school setting shall demonstrate to the school nurse the competency for self-administration and responsible behavior in use of the medication. Determination of competency for self-administration shall be based on the student's age, cognitive function, maturity, and demonstration of responsible behavior.

Students shall be prohibited from sharing, giving, selling, and using an asthma inhaler or epinephrine auto-injector in any manner other than that for which it is prescribed during school hours, at any time while on school property, at any school-sponsored activity, and during the time spent traveling to and from school and school-sponsored activities. Violations of this policy shall result in loss of privilege to self-carry the asthma inhaler or epinephrine auto-injector and disciplinary action in accordance with Board policy.

If the district denies a student's request to self-carry an asthma inhaler or epinephrine auto-injector, or the student has lost the privilege of self-carrying an asthma inhaler or epinephrine auto-injector, the student's prescribed medication shall be appropriately stored at a location in close proximity to the student. The student's classroom teachers shall be informed where the medication is stored and the means to access the medication.

The district shall annually distribute to students and parents/guardians this policy along with the Code of Student Conduct.

The district shall post this policy on the district website, if available.

Delegation of Responsibility

The superintendent or designee, in conjunction with the school nurse(s), may develop administrative regulations for student possession of asthma inhalers or epinephrine auto-injectors and self-administration of prescribed medication.