

**Susquehanna Township School District
Student Success Manual
(Code of Conduct)**



August 7, 2023 (Revised)

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Supporting Student Success Through a Multi-Tiered System of Supports (MTSS)

Goal Statement

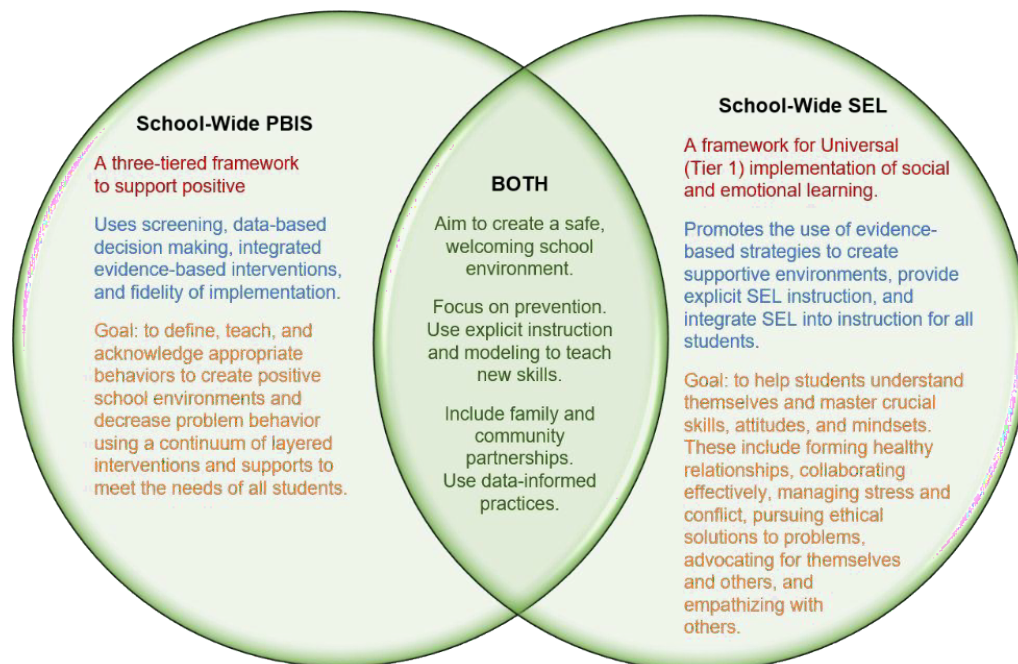
In order to fulfill our core value of providing a safe and supportive learning environment to ensure our mission: The Success of **Every Learner**, we will implement a systematic approach that establishes shared norms for acceptable behavior; builds positive relationships; provides clear expectations; and, engages all students, parents, team members, and stakeholders.

Philosophy – Behavioral Expectations

It is the belief of the Susquehanna Township School District (STSD) that an effective instructional program requires a safe and supportive learning environment. The efficacy of the educational program is, in part, reflected in student behavior. The District supports the parents, guardians, teachers, students, and administration in their efforts to maintain a proper learning environment while abiding by the parameters established by the Commonwealth of Pennsylvania and described within the "Student Rights and Responsibilities" of the regulations adopted by the State Board of Education. It is our goal to help students understand themselves and master crucial skills, attitudes, and mindsets through the implementation of social and emotional learning (SEL). The District will promote and utilize evidence-based strategies to create supportive environments, provide explicit SEL instruction, and integrate SEL into instruction for all students.

Prevention Strategies

Prevention strategies promote positive student behavior via a systematic approach that includes continual teaching, modeling, and reinforcement of positive behavior. The goal is to support positive behaviors and reduce behaviors that fail to demonstrate the shared norms of acceptable behaviors.



Guiding Principles – SOAR

Safety ~ Ownership ~ Accountability ~ Respect

SOAR is the basis for the District's Student Success Manual. By the time each student has completed their education at STSD, they will have experienced comprehensive lessons that focus on social and emotional learning (SEL), the expectations of how to behave in various situations, and the District's expectations for appropriate behaviors in the classroom. Staff members will also receive comprehensive training on topics that include forming healthy relationships, collaborating effectively, managing stress and conflict, pursuing ethical solutions to problems, advocating for students and themselves, and empathizing with others.

A Brief History of SOAR

STSD teachers, staff, leaders, parents, and students identified the need to understand student behaviors to improve the overall school climate and ensure a safe and supportive learning environment. The root causes of adverse behavior were defined by a cross-functional team of staff, parents, and students.

5 Root Causes for Adverse Student Behavior

1. Lack of shared norms for behavior and discipline among parents, team members, and students.
2. Lack of a proactive, systematic process to prevent and address behavior issues impacting all areas of the learning environment.
3. Lack of effective, two-way communication about available resources, changes, and processes around behavioral issues.
4. Lack of trusting relationships across the educational community (parents, team members, and students).
5. Lack of a student-centered educational model.

The most important step is to identify and teach shared norms, which are the expected behaviors for students, staff, and parents. SOAR will be used to implement the District's positive behavior interventions and supports (PBIS). PBIS and SEL will be used to deliver explicit instruction and modeling to teach the aspects of SOAR and the shared norms.

Guiding Principles – Definitions

Safety is taking care of oneself and others by making responsible choices and avoiding situations that may be harmful to the physical and emotional well-being of oneself or others.

Related concepts: awareness, caution, planning, prevention, self-control

Ownership is taking an active role in learning by believing in and displaying care, pride, and optimism for our school community.

Related concepts: attitude, empathy, gratification, honesty, perseverance

Accountability is expecting individuals to accept responsibility for personal actions, choices, and outcomes.

Related concepts: active participation, collaboration, communication, consistent, dependability, honesty

Respect is showing consideration for cultural differences, feelings, opinions, property, and rights of everyone through words and actions and is guided by awareness of a person's basic needs.

Related concepts: courtesy, empathy, manners, politeness, self-awareness, tolerance

Discipline is the practice of teaching appropriate behavioral norms by using behavior interventions, corrective actions, and logical consequences.

Related concepts: behavior supports, consequence, corrective action, teach

Misbehavior is the demonstration of inappropriate actions and failure to adhere to established behavior norms.

Related concepts: disrespect, irresponsible behavior, misconduct

Behavior Norms are the set of prescribed behaviors and actions that are expected by all members of the STSD community to provide a safe and supportive learning environment.

Related concepts: awareness, citizenship, collaboration, expectations, rules

Consequences are prescribed responses to behaviors and actions exhibited in the school environment. Consequences are divided into three tiers and administered by school administrators.

Related concepts: effect, result, punishment

Interventions are evidence-based strategies used to achieve important academic and behavioral outcomes and focus on teaching positive behaviors to demonstrate acceptable behaviors and norms.

Related concepts: prevention, reinforcement, supports

Bullying

(Sources: www.StopBullying.gov and Olweus)

STSD takes bullying very seriously and encourages students, parents, and staff to report it **immediately** to an administrator, school counselor, or any district employee with whom they feel comfortable and/or safe. Students may also report bullying incidents through Safe 2 Say Something, the anonymous tip line provided by the PA Office of the Attorney General (safe2saypa.org).

The term *bullying* is often used in the media, on TV shows and movies, in schools, and in conversations among both adults and children. It is a problem and cause for concern, but may not be as widespread as many think because the term “bullying” is often used as an umbrella to describe single instances of mean behavior ranging from a rude comment to a conflict between two people to a one-time physical altercation.

According to StopBullying.gov, in order to be considered bullying, the behavior must be aggressive and include:

- **An Imbalance of Power:** Kids who bully use their power (such as physical strength, access to embarrassing information, or popularity) to control or harm others. Power imbalances can change over time and be in different situations, even if they involve the same people.
- **Repetition:** Bullying behaviors happen more than once or have the high potential to happen more than once.

Bullying includes actions such as making threats, spreading rumors, attacking someone physically or verbally, and excluding someone from a group for a purpose.

Cyberbullying is bullying that takes place over digital devices like cell phones, computers, and tablets. Cyberbullying can occur through SMS, Text, and apps, or online in social media, forums, or gaming where people can view, participate in, or share content.

Cyberbullying includes sending, posting, or sharing negative, harmful, false, or mean content about someone else. It can include sharing personal or private information about someone else causing embarrassment or humiliation. Some cyberbullying crosses the line into unlawful or criminal behavior.

The most common places where cyberbullying occurs are:

- Social Media, such as Facebook, Instagram, Snapchat, TikTok, and Twitter
- SMS (Short Message Service) also known as Text Messages sent through devices
- Instant Message (via devices, email provider services, apps, and social media messaging features)
- Email

Olweus Guiding Principles

1. We will not bully others
2. We will try to help students who are bullied
3. We will try to include students who are left out
4. If we know that somebody is being bullied, we will tell an adult at school and an adult at home

SOAR Behavior Norms
Students and Adults in Susquehanna Township School District

Students in the Susquehanna Township School District will S.O.A.R.		
Safety	Ownership/Accountability	Respect
<ul style="list-style-type: none"> • Keep your body in control and keep your hands, feet, and objects to yourself. • Report safety concerns to an adult as soon as possible. • Walk at all times. • Follow the safety rules in every setting. 	<ul style="list-style-type: none"> • Be honest. • Own your choices and actions. • Model good sportsmanship. • Do your best to be prepared for all settings. • Finish your work to the best of your ability. • Learn from your mistakes. • Be on time. • Take an active role in your learning. • Follow directions the first time they are given. 	<ul style="list-style-type: none"> • Listen to and value others' opinions. • Do use language that is appropriate for all settings and that does not include profanity. • Use appropriate volume for all settings. • Value cultural differences. • Be kind and polite to peers and adults through words and actions. • Care for your property and the property of others.

Adults in the Susquehanna Township School District will S.O.A.R.		
Safety	Ownership/Accountability	Respect
<ul style="list-style-type: none"> • Promote safety rules in every setting. • Report safety concerns to an adult as soon as possible. • Be aware and alert. • Monitor students at all times. • Act as a safe haven for students. 	<ul style="list-style-type: none"> • Be honest. • Use consistent language when teaching norms. • Own your choices and actions. • Learn from your mistakes. • Meet your deadlines. • Be on time. • Work collaboratively. • Partner with parents. • Support students and remember that they are children. • Promote a growth mindset. • Build, support, and maintain healthy relationships. • Take an active role in your professional learning • Demonstrate good sportsmanship. 	<ul style="list-style-type: none"> • Do use language that is appropriate for all situations and that does not include profanity. • Seek first to understand and meet individuals where they are. • Demonstrate mutual respect for all individuals. • Value, acknowledge, and accommodate cultural differences. • Be kind and polite to students, parents, and peers. • Listen to and value others' opinions. • Respect student and family confidentiality.

Student Responsibilities – Pennsylvania State Board of Education

Below are the regulations of the Pennsylvania State Board of Education Student Responsibilities derived from Chapter 12, Section 2.

(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 fellow students. It is the responsibility of each student to respect the rights of teachers, students, administrators and all others who are involved in the educational process.

(c) Students should express their ideas and opinions in a respectful manner.

(d) It is the responsibility of the students to conform to the following:

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 substantial disruption to the educational processes.
4. Assist the school staff in operating a safe school for the 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.

Authority: The provisions of this § 12.2 amended under section 2603-B of the Public School Code of 1949 (24 P. S. § 26-2603-B).

Source: The provisions of this § 12.2 amended February 17, 1984, effective February 18, 1984, 14 Pa.B. 520; amended December 2, 2005, effective December 3, 2005, 35 Pa.B. 6510, 6658. Immediately preceding text appears at serial pages (279556) and (293057).

General Consequence Administration Procedures for Students

Introduction: It is the intent of the district that student behavior in all educational settings supports a safe and supportive learning environment. Behaviors that fail to demonstrate the shared norms of acceptable behavior may be addressed through consequences that include a three-tiered system of logical and appropriate consequences. These consequences will be administered in conjunction with appropriate and logical interventions and/or supports that are geared toward altering student behavior to consistently demonstrate the shared norms.

Exclusions from School (Suspensions and Expulsions)

Exclusions from school may include suspensions or expulsions. These consequences may only be initiated by a building administrator.

In-School Suspension (ISS)

1. In-school suspension includes exclusion from the regular class day and assignment to an in-school suspension room for a period of up to ten school days.
2. In-school suspensions may only be given by a building administrator.
3. Students will be required to complete SEL and SOAR assignments, as well as academic assignments while attending in-school suspension.
4. Students will have the responsibility to make up exams and academic work missed while serving an in-school suspension.

Out-of-School Suspension (OSS)

1. Out-of-school Suspensions include exclusion from school and school activities for a period of up to ten school days.
2. Out-of-school Suspensions may only be given by a building administrator.
3. Students will have the responsibility to make up exams and work missed while serving a suspension.

Expulsion

1. Expulsion includes exclusion from school for a period exceeding ten school days and may be a permanent removal from the school rolls.
2. All expulsions require a formal hearing. This hearing must be held before a committee of the Board of School Directors. A majority vote is required to expel a student.
3. The District must ensure that due process requirements are observed to protect the rights of the student and parent and/or legal guardian.
4. STSD School Board Policy #233 provides a student with the opportunity to waive their right to a hearing.

A Three-Tiered Approach to Addressing Behaviors

The three-tiered approach will address behavior, the assignment of consequences, and the delivery of interventions/supports to modify behavior that fails to demonstrate the shared norms of acceptable behavior.

Tier I

Classroom and school-wide strategies for all students in the District include the implementation of SEL. The goal is to create a positive social culture in which positive behaviors are explicitly taught and reinforced. All adults will respond to behaviors that fail to demonstrate the shared norms of acceptable behavior in a consistent way. Tier I strategies include a menu of potential interventions/supports and consequences to address behaviors.

Tier II

Additional interventions for students with at-risk behaviors who frequently fail to demonstrate the shared norms of acceptable behavior. Tier II strategies include a menu of potential interventions/supports and consequences to address behaviors.

Tiers III

Highly individualized interventions are provided for students who engage in serious at-risk behaviors that consistently fail to demonstrate the shared norms of acceptable behavior. This tier includes the most severe behaviors, and as a result, the most severe potential interventions/supports and consequences. Tier III strategies include a menu of the most intensive and severe interventions/supports and consequences to address behaviors.

Level I Behaviors

(All consequences will be paired with an appropriate intervention)

Description

Minor misbehavior on the part of the student which impedes orderly classroom procedure or interferes with the orderly operation of the school. These misbehaviors can usually be handled by an individual staff member, but sometimes require the intervention of other support personnel and/or an administrator. These behaviors are included below and are arranged according to SOAR. This listing is not inclusive but is a sampling of behaviors, consequences, and interventions.

Procedures

Immediate intervention is required by the staff member who is supervising the student or who observes the misbehavior; possible written/verbal parental notification. Repeated misbehavior requires parent/teacher communication and/or conference; conferences with the counselor and/or administrator. A proper and accurate record of the offense and disciplinary action is maintained by the staff member.

Level I Behaviors			Level 1 Consequences Options
Safety	Ownership/Accountability	Respect	
<ul style="list-style-type: none"> • Hit another student • Horseplay • Laser pen violation • Parking violation • Pass violation • Running in the hallway • Throwing food and small items 	<ul style="list-style-type: none"> • 1:1 device damage • AUP violation • Cheating • Consuming food /drink outside of the cafeteria • Cut Class • Cut Lunch • Dress Code violation • Electronic devices violation • Locker without permission • Refusal to do work • Unprepared for class 	<ul style="list-style-type: none"> • Defiance to staff • Disrespectful to staff • Electronic devices violation • Inappropriate language • Inappropriate touching • Lying • Profanity to student • Verbal confrontation 	<ul style="list-style-type: none"> • Parent contact • Loss of privileges (recess, events, pass restrictions) • Detention • Restitution • Staff/Parent conference
<p style="text-align: center;">Tier I Interventions</p> <p style="text-align: center;">Research-based Classroom Management Best Practices ~ SEL/PBIS Lesson Review Olweus based anti-bullying approach (K-12) ~ Advisory (K-12) ~ AAP (6-12) Promoting Alternative Thinking Strategies – PATHS (K-5) ~ Dauphin County Drug and Alcohol (6-12) PATHS Lesson Review ~ Buddy Room ~ Communities in Schools (K-2) Welcome Committee (K-12) ~ Guide Right (9-12) ~ Girls on the Run (3-8) ~ Classroom Counseling (K-2)</p>			

Level II Behaviors

(All consequences will be paired with an appropriate intervention)

Description

Misbehavior whose frequency or seriousness tends to disrupt the learning climate of the school or interferes with safe, efficient bus transportation operations. These infractions, which may result from the continuation of LEVEL I misbehaviors, require the intervention of personnel on the administrative level because the execution of LEVEL I disciplinary options have failed to correct the situation. Also included in this level are behaviors, which do not represent a direct threat to the health and safety of others but whose educational consequences are serious enough to require corrective action on the part of the administrative personnel. These behaviors are included below and are arranged according to SOAR. This listing is not inclusive but is a sampling of behaviors, consequences, and interventions.

Procedures

The student is referred to an administrator for appropriate disciplinary action. The administrator meets with the student and/or teacher and decides the most appropriate response. The teacher is informed of the administrator's action. The parent is notified either verbally or in writing. A parental conference may be held. A proper and accurate record of the offense and disciplinary action is maintained by the administrator. If the MTSS process has been initiated, interventions and support will continue. If not, the process may be initiated at this point.

Level II Behaviors			Level II Consequence Options
Safety	Ownership/Accountability	Respect	
<ul style="list-style-type: none"> • Persistent or unmodified Level I behaviors • Leaving assigned area without staff permission • Electronic device violation • Bullying • Under the influence of a controlled substance, including prescribed medications • Possession, use, or sale of tobacco, alcohol, or vaping material 	<ul style="list-style-type: none"> • Persistent or unmodified Level I behaviors • Destructive / Unsafe handling of school or personal property 	<ul style="list-style-type: none"> • Persistent or unmodified Level I behaviors • Verbal aggression toward others • Derogatory statements toward others • Lying (forgery, false statements, plagiarism) • Inappropriate touching of others 	<ul style="list-style-type: none"> • Loss of privileges • Detention • In-School Suspension (ISS) • Out-of-School Suspension (OSS) • Restitution • Staff/Parent conference
Tier II Interventions Check-In/Check-Out (K-12) ~ Small Group Counseling (K-12) ~ Buddy Room (K-5) ~ Mentoring (K-12) Student Assistance Program – SAP (K-12) ~ Academic Assistance Program – AAP (6-12) Communities in Schools (K-12) ~ Behavioral Consultation (K-12) Promoting Alternative Thinking Strategies – PATHS (K-5)			

Level III Behaviors

(All consequences will be paired with an appropriate intervention)

Description

Behavior generally causes a substantial disruption to the school or bus environment, and possibly some physical harm or threat of serious physical harm to people or property. Actions seriously infringe on the rights of others. Corrective measures that the school should undertake depend on the extent of the school's resources for remediating the situation in the best interest of all students. These behaviors are included below and are arranged according to SOAR. This listing is not inclusive but is a sampling of behaviors, consequences, and interventions.

Procedures

The administrator initiates disciplinary action by investigating the infraction and conferring with staff on the extent of the consequences. The administrator meets with the student and confers with the parent about the student's misconduct and the resulting disciplinary action. The school officials may contact law enforcement and assist in prosecuting the offender. If the MTSS process has been initiated, interventions and support will continue. If not, the process may be initiated at this point.

Level III Behaviors			Level III Consequence Options
Safety	Ownership/Accountability	Respect	
<ul style="list-style-type: none"> • Persistent or unmodified Level II behaviors • Assault • Harassment/ Intimidation • Arson • Bomb threat • Bullying/Cyber harassment • Burglary • Disorderly conduct • Weapon • Possession/Sale of controlled substance • Terroristic threats • Theft • Threatening school personnel • Vandalism • Fighting • Bus referral • Possession, use, or sale of tobacco, alcohol, or vaping material 	<ul style="list-style-type: none"> • Persistent or unmodified Level II behaviors • Open lewdness • Indecent exposure • Sexual harassment • Vandalism • Bus referral 	<ul style="list-style-type: none"> • Persistent or unmodified Level II behaviors • Possession of obscene materials • Open lewdness • Indecent exposure • Sexual harassment • Vandalism • Bus referral 	<ul style="list-style-type: none"> • Loss of privileges • Detention • In-School Suspension (ISS) • Out-of-School Suspension (OSS) • Administrative Hearing • Expulsion
<p align="center">Tier III Interventions</p> <p align="center">School-Based Therapy (K-12) ~ Capital Academy – AEDY (6-12) ~ Social Work (K-12)</p> <p align="center">Laurel Life Therapeutic Classroom (K-8) ~ Effective School Solutions – ESS (9-12)</p> <p align="center">Individual Behavior Plans (K-12) ~ Student Assistance Program – SAP (K-12)</p> <p align="center">Behavioral Consultation (K-12) ~ Communities in Schools (K-12)</p> <p align="center">Functional Behavior Assessment – FBA (K-12)~ One-on-One Targeted Instruction (K-2)</p>			

Bus Discipline

Sara Lindemuth/Anna Carter Primary School and Thomas W. Holtzman Jr. Elementary School Procedures:

1. First discipline report – student should be advised, on report, that a recurrence [of the behavior] will result in suspension of bus privileges.
2. Second discipline report – three-day suspension of bus privileges.
3. Third discipline report – five-day suspension of bus privileges.
4. Fourth discipline report – ten-day suspension of bus privileges.
5. Fifth discipline report – removal from bus for the balance of the school term.

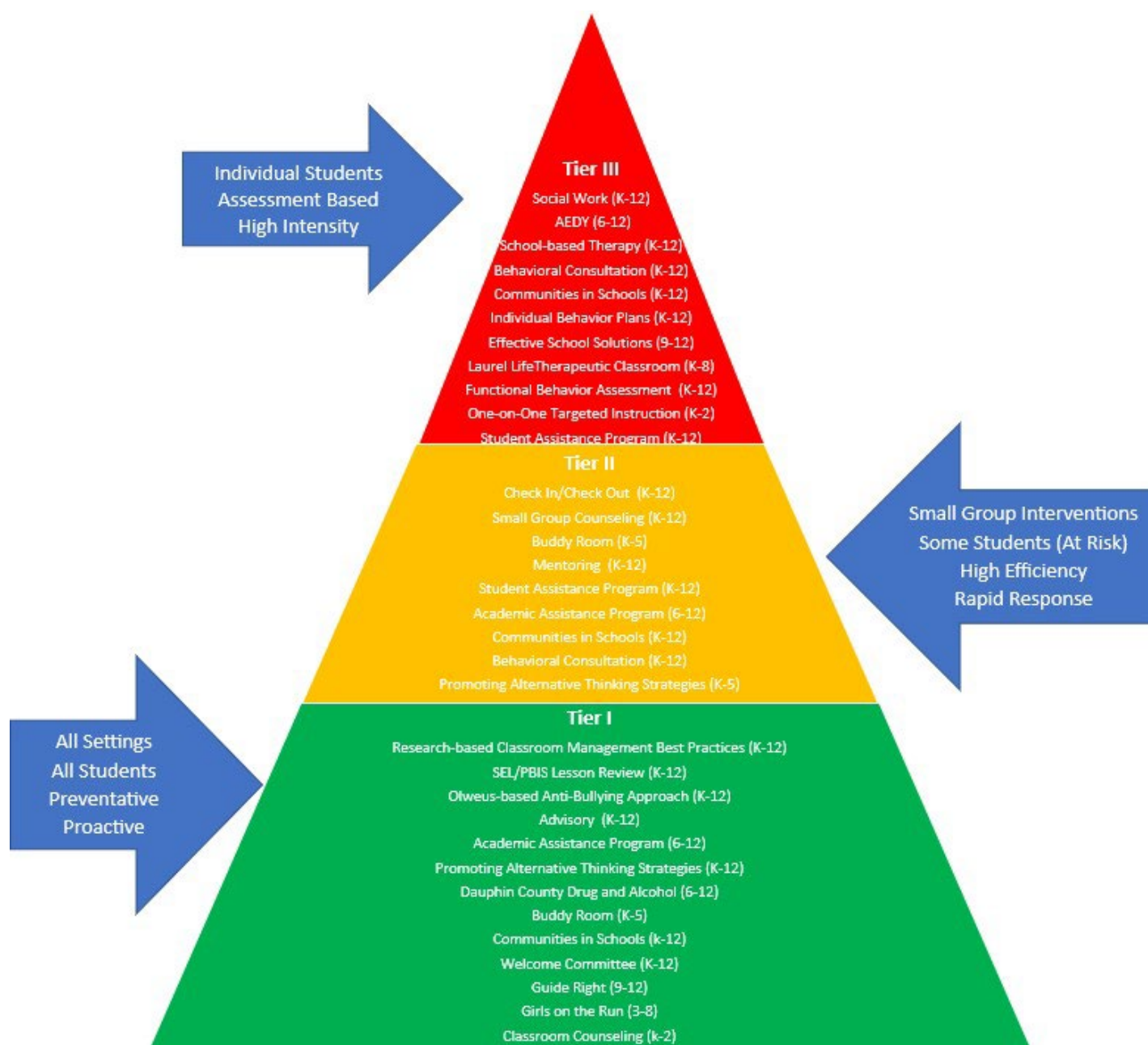
Middle School and High School Procedures:

1. First discipline report – student should be advised, on report, that a recurrence [of the behavior] will result in suspension of bus privileges.
2. Second discipline report – three-day suspension of bus privileges.
3. Third discipline report – ten-day suspension of bus privileges.
4. Fourth discipline report – removal of bus privileges for the balance of the school term.
5. Fighting on the bus – automatic five-day suspension of bus privileges.

Intervention/Support Strategies

Intervention/Support strategies are used when prevention strategies have not achieved the desired effect. Intervention/support strategies are used individually or in combination with prevention strategies and with the administration of any consequence.

Parents: This list does not reflect every intervention that is provided for students. Please work with your child's school counselor or principal to learn more about building level interventions available to your child.



Annual Notices

Equal Opportunity Notification

Susquehanna Township School District is an equal rights and opportunity public education school district and will not discriminate on the basis of race, color, national origin, ancestry, sex, sexual orientation, gender identity, disability, age, religion, marital status, or genetic information in its activities, educational and vocational programs (providing equal access to Boy Scouts and other designated youth groups) or employment practices as required by Title VII of the Civil Rights Act of 1964 as amended, Title IX of the 1972 Educational Amendments, Section 504 of the Rehabilitation Act of 1973, the Americans with Disabilities Act of 1990 as amended, the Pennsylvania Human Relations Act of 1955 as amended, and the Genetic Information Act of 2008. For information regarding civil rights or grievance procedures, contact Mark Holman, Equal Rights, and Opportunity Coordinator, at Susquehanna Township School District, 2579 Interstate Drive, Harrisburg, Pennsylvania 17110, Phone: 717-657-5100, ext. 50136.

Notice of Special Education Services

Each school district, along with other public agencies in the Commonwealth, must establish and implement procedures to identify, locate and evaluate all children who need special education programs and services because of the child's disability. This notice is to help find these children, to offer assistance to parents, and to describe the parents' rights with regard to the confidentiality of information that will be obtained during the process.

The content of this notice has been written in English. If a person does not understand any of this notice, he or she should contact the school district (see special education contacts) and request an explanation.

Identification Activity

Child Find refers to activities undertaken by public education agencies to identify, locate, and evaluate children residing in the Commonwealth, including children attending private schools, who are suspected of having disabilities, regardless of the severity of their disability, and determine the child's need for special education and related services. The purpose is to locate these children so that a free appropriate public education (FAPE) can be made available. The types of disabilities that, if found, may cause a child to need services are autism, deaf-blindness, deafness, emotional disturbance, hearing impairment, intellectual disability, multiple disabilities, orthopedic impairment, other health impairments due to chronic or acute health problems, specific learning disabilities, speech-language impairment, traumatic brain injury and visual impairment including blindness. In the case of a child that is of preschool age, developmental delay.

Identification Activities are performed to find a child who is suspected of having a disability that would interfere with his or her learning unless special education programs and services are made available. These activities are sometimes called screening activities. The activities include a review of group data, conducting hearing and vision screening, assessment of student's academic functioning, observation of the student displaying difficulty in behavior, and determining the student's response to attempted remediation. Input from parents is also an information source of identification. After a child is identified as a suspected child with a disability, he or she is evaluated but is not evaluated before parents give written permission for their child to be evaluated. Regardless of screening activities, parents who think their child is a child with a disability may request in writing, at any time, that an evaluation be conducted to determine if the child is eligible to receive special education services. Written requests should be sent to the school district/charter school special education contact person, as listed in this notice.

Educational Records/Confidentiality

All records that are directly related to an individual child are called educational records and are maintained by the local school district. Information contained in these records such as the child's name, the name of the child's parents or another family member, the address of the child or their family, a personal identifier such as social security number, or a list of characteristics or information that could make the child's identity easily traceable is called personally identifiable information.

Each school district, in accordance with the Family Educational Rights Privacy Act (FERPA) of 1974, and other applicable federal and state laws, protects the confidentiality of personally identifiable information regarding students that are identified as children with disabilities and eligible for special education services and protected handicapped students. The school district protects personally identifiable information by one school official being responsible for ensuring the confidentiality of the records; training being provided to all persons using the information and maintaining for public inspection a current list of employees' names and positions using the information. The school district will inform you when information is no longer needed to provide educational services to your child and will destroy the information at the request of the parent, except general information such as the child's name address, phone number, grades, attendance record, classes attended, and grade level completed may be maintained without limitation.

As a parent of the child you have a number of rights regarding the confidentiality of your child's records; for example, the right to inspect and review any educational records related to your child that are collected, maintained or used by the school district. The school district will comply with a request for you to review the records without unnecessary delay and before any meeting regarding planning for your child's special education program (IEP meeting), before a hearing should you and your school district disagree about how to educate your child who needs special education, and in no case, take more than 45 days to furnish you the opportunity to inspect and review your child's records.

You have the right to an explanation and interpretation of the records; to be provided copies of the records if failure to provide copies would effectively prevent you from exercising your right to inspect and review the records and; the right to have a representative inspect and review the records.

Upon your request, the school district will provide you with a list of the types and locations of education records collected, maintained, or used by the agency. Additionally, the school district may charge a fee for copies of the records made in response to your request for copies, except it will not charge a fee if doing so will prevent you from inspecting and reviewing your child's records. The district will not charge a fee to search or retrieve information.

You have the right to request the amendment of your child's education records that you believe are inaccurate or misleading or violate the privacy or other rights of your child. The school district will decide whether to amend the records within a reasonable time after receiving your request. If the school district refuses to amend the records you will be notified of the refusal and your right to a hearing. You will be given at that time, additional information regarding hearing procedures, and, upon request, the district will provide you records of hearing to challenge information in your child's education files.

Parent consent is required before personally identifiable information contained in your child's education records is disclosed to anyone other than officials of the school district collecting or using the information for purposes of identification of your child, locating your child and evaluating your child, or for any other purpose of making available a free appropriate public school education to your child. A school official has a legitimate educational interest if the official needs to review an education record in order to fulfill his or her professional responsibility. Additionally, the school district, upon request, discloses records without consent to officials of another school district in which your child seeks or intends to enroll.

School districts may establish a policy of disclosure of some types of student information known as directory information. Directory information is not subject to access or disclosure rules under FERPA. Directory information is that portion of an educational record that would not generally be considered harmful or an invasion of privacy if disclosed. This information may include but is not limited to the student's name and school activities, local and permanent address, family members' names, addresses, and telephone numbers, major fields of study, names of the previous school attended, and enrollment status. Parents may refuse to allow the school district to designate any or all of their child's records as directory information. Parents should contact their local school district if they do not want directory information released about the child. When a child reaches the age of 18, the rights of the parent with regard to confidentiality of personally identifiable information are transferred to the student. A parent may file a written complaint alleging that the rights described in this notice were not provided to the following:

Pennsylvania Department of Education
Bureau of Special Education Division of Compliance
333 Market Street Harrisburg, PA 17126-0333

The Department of Education will investigate the matter; issue a report of findings and necessary corrective action within 60 days. The Department will take necessary action to ensure compliance is achieved.

Complaints alleging failures of the school district in regard to confidentiality of personally identifiable information may also be filed with:

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

Early Intervention Identification

In Pennsylvania, a child between three years of age and the school district's age to begin school who has a developmental delay or one or more of the physical or mental conditions listed previously is identified as an "eligible child." The parents of these children have the same rights described previously in this document.

The state Department of Education is responsible for providing programs and services to eligible young children under Act 212 of 1990, the Early Intervention Services Systems Act. Screening for preschool children is available from the Capital Area Intermediate Unit (CAIU). To schedule an appointment for screening, or for additional information, please call Eric Bostick, CAIU Preschool Program Supervisor, at 717-732-8400 ext. 8619.

Services for Protected Handicapped Students

Students who are not eligible to receive special education programs and services may qualify as protected handicapped students and, therefore, be protected by other federal and state laws intended to prevent discrimination. The school district must insure that protected handicapped students have equal opportunity to participate in the school program and extracurricular activities to the maximum extent appropriate for each individual student. In compliance with state and federal law, the school district will provide to each protected handicapped student without discrimination or cost to the student or family, those related aids, services, or other accommodations which are needed to provide equal opportunity to participate in and obtain the benefits of the school program and extracurricular activities to the maximum extent appropriate to the student's abilities. In order to qualify as a protected

handicapped student, the child must be of school age with a physical or mental disability which substantially limits or prohibits participation in or access to an aspect of the school program.

These services and protections for “protected handicapped students” may be distinct from those applicable to exceptional or thought-to-be exceptional students. The school district or the parent may initiate an evaluation if they believe a student is a protected handicapped student. For further information on the evaluation procedures and provision of services to protected handicapped students, parent should contact the appropriate individual from the list below:

Carrie K. Martin
Director of Special Education and
Student Services
Susquehanna Township School District
2579 Interstate Drive
Harrisburg, PA 17110

Bethany Peters
Assistant Director of Special Education
and Student Services
Susquehanna Township School District
2579 Interstate Drive
Harrisburg, PA 17110

Asbestos/Pest Control Notification

STSD continues to manage asbestos-containing materials as per AHERA regulation. The management plan is available for review by appointment at the district office.

STSD uses an integrated Pest Management (IPM) approach for managing insects, rodents, and weeds. Our goal is to protect every student from pesticide exposure by using the IPM approach to pest management. Our IPM approach focuses on making school buildings and grounds unfavorable habitats for these pests by removing food and water sources and eliminating their hiding places. This is accomplished through routine inspection by school staff and Home Paramount. Pest sightings are reported to our IPM coordinator who evaluates the “pest problem” and determines the appropriate pest management techniques to address the problem. Techniques can include increasing sanitation, modifying storage practices, sealing entry points, physically removing the pest etc. If there are questions about either of these plans, please contact Barry Seilhamer, STSD supervisor of building and grounds, at 717-657- 5100, ext. 50132.