



STO·ROX
SCHOOL DISTRICT



STUDENT HANDBOOK

2023-2024 SCHOOL YEAR



Sto-Rox Primary Center (K-3)
300 Ewing Road
McKees Rocks, PA 15136
412-771-3213, ext. 3000

Sto-Rox Upper Elementary (4-6)
298 Ewing Road
McKees Rocks, PA 15136
412-771-3213, ext. 2000

Sto-Rox Jr./Sr. High School (7-12)
1105 Valley Street
McKees Rocks, PA 15136
412-771-3213, ext. 1000

WELCOME TO THE 2023-2024 SCHOOL YEAR!

Dear Parents, Guardians, and Students:

Hello and welcome to a new school year. Sto-Rox School District Staff and School Board of Directors are excited to get the 2023-2024 school year under way! This year will be full of exciting events but we know there will be challenges. With your support, we know this will be a great year for our school community.

Our promise to you:

The Primary Center Staff focuses on laying the educational foundation for our youngest students. The Upper Elementary Staff build upon the foundation from the Primary to help students develop their skills and confidence in their learning. The Jr/Sr High School is ready to guide each student toward everlasting success for their Career or College Readiness goals.

Each school building will be offering student activities during every quarter. The students will have the opportunity to participate in a host of after-school activities or WPIAL athletics. As Superintendent, I urge each student to contribute to their own school experience and sign up for clubs, activities, and sports offered within the Sto-Rox School District.

This handbook serves to provide our families and students with important information about our schools. Keep this accessible for future reference. If any of the contents appear unclear, please do not hesitate to contact your child's building principal. You can also access the newsletters through our district website for our weekly updates.

I, along with all the administration, staff and teachers, look forward to a great 2023-2024 school year.

Sincerely,

Megan Marie Van Fossan M.A., M.Ed.
Superintendent of Schools

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DISTRICT OVERVIEW

MISSION

Sto-Rox School District prepares students to meet tomorrow's challenges in a rapidly changing world. We empower all students to reach their highest potential by cultivating critical thinking, high academic standards, and strong, positive relationships in a safe and secure environment. Our practices and policies are shaped by respect, kindness, integrity, equity, accountability, and honest and ethical behavior.

VISION

Sto-Rox School District, in partnership with the entire community, will empower every student to reach their potential as a life-long learner who is a responsible, ethical, productive, and compassionate citizen within the global community.

SHARED VALUES

Students are our priority. We take pride in our diversity. We hold high expectations for ourselves and our students. We treat each other with respect and act with integrity.

Students

Our students are curious and creative learners who succeed through personal initiative and sustained effort to reach high academic goals. They are creative and critical thinkers who seek knowledge and possess technological competence and collaborative skills. Our students embrace diversity, act kindly and responsibly, and contribute to our community.

Staff

Our educators believe that all students can meet or exceed rigorous academic standards. Teachers, staff, and administrators together form a rich professional learning community where all are supported to enhance our professional craft and improve our effectiveness. Through self-reflection and the critical examination of instructional practices and data, we adjust our teaching and operational systems in order to continuously improve.

Administration

Our administration will work collaboratively with staff, parents, students, and community members to create and support a collaborative learning climate and culture of continuous improvement. As the lead learners in our community, we continuously provide opportunities and support for our stakeholders to learn from each other as well as from local, regional, national, and global organizations. As stewards of the organization, we ensure the fiscal health of the district, equitable distribution of resources, and cohesion of procedures and processes so that our stakeholders can focus on learning and personal growth. We are responsible for the stewardship of our fiscal resources and fair and equitable in their distribution.

Parents

Our families are integral to the success of our students and schools. Families are active, engaged, and welcomed partners in their child’s education, who give valued input and participate in making important decisions about our academic and enrichment programs.

Community

Our diverse community is passionate about equitable educational outcomes for all students. Our civic and community organizations partner with us to promote family engagement, and the well-being and success of our students.

PURPOSE

Sto-Rox is pursuing transformation to ensure that all our students reach their highest potential. To achieve this purpose, we will:

- Build a foundation of safety and trust in which all members of the learning community feel welcome and valued – and in which there is mutual respect and accountability.
- Create a culture of learning in which all staff, students, and families have the highest expectations for themselves and feel supported to attain them.
- Design a coherent, engaging, and relevant educational experience centered on student needs.

STAFF DIRECTORY

DISTRICT ADMINISTRATION AND CENTRAL OFFICE STAFF			
Megan Marie Van Fossan	Superintendent	5236	mvanfossan@srsd.k12.pa.us
Susan Gratton	Secretary to Superintendent/ Board Secretary	5236	sgratton@srsd.k12.pa.us
Nate Fisher	Business Manager	5248	nfisher@jma.cpa
Erica Taylor	Coordinator of Auxiliary Services	5217	etaylor@srsd.k12.pa.us
Katie Stenger	Director of Student Services	4010	kstenger@srsd.k12.pa.us

Toni Daloiso	Special Education Secretary	4000	tdaloiso@srsd.k12.pa.us
	Central Registration/ Jr.-Sr School Counseling Secretary	4100	etaylor@srsd.k12.pa.us
Clare Teti	School Psychologist	4070	cteti@srsd.k12.pa.us
Chris Christiansen	Coordinator of Technology	5277	cchristiansen@srsd.k12.pa.us
Brendan McNeely	Computer Technician	1125	bmneely@srsd.k12.pa.us
Tim Messina	Home School Visitor	4020	tmessina@srsd.k12.pa.us
JR.-SR. HIGH SCHOOL, 1005 Valley Street, McKees Rocks, PA 15136			
Mrs. Raelyn Day	Principal	1050	rday@srsd.k12.pa.us
Hope Schreiber	Assistant Principal	4050	hschreiber@srsd.k12.pa.us
Asia Davis	Assistant Principal	1305	adavis@srsd.k12.pa.us
Michael Hauser	Administrative Advisor	1011	mhauser@srsd.k12.pa.us
Michael Duca	Dean	-	mduca@srsd.k12.pa.us
Beth Harvey	Secretary	1020	bharvey@srsd.k12.pa.us
Joe Herzing	School Counselor 10-12	4103	jherzing@srsd.k12.pa.us
Nicole Reed	School Counselor 7-9	4104	nreed@srsd.k12.pa.us
Stacey Huber	Mental Counselor 7-12	4104	shuber@srsd.k12.pa.us
Stefanie Galeoti	School Nurse	1040	sgaleoti@srsd.k12.pa.us
Alex Gariepy	School Social Worker	1045	agariepy@srsd.k12.pa.us
Lisa Hatton	Food Services Director	1055	lhatton@srsd.k12.pa.us
Tammy Eberlein	Food Service Secretary	1055	teberlein@srsd.k12.pa.us
Josh Kemp	Athletic Director	4200	jkemp@srsd.k12.pa.us
UPPER ELEMENTARY SCHOOL, 298 Ewing Road, McKees Rocks, PA 15136			
Heather Johnston	Principal K-6	2010	hjohnston@srsd.k12.pa.us
Tim Liparulo	Assistant Principal 4-6	2020	tliparulo@srsd.k12.pa.us
Sophie Shuhilo	Secretary	2000	sshuhilo@srsd.k12.pa.us
Robin Cato	Dean of Students	2210	rcato@srsd.k12.pa.us
Richard Baur	School Counselor	4105	rbaur@srsd.k12.pa.us
Stefanie Galeoti	School Nurses	2040	sgaleoti@srsd.k12.pa.us
PRIMARY CENTER, 300 Ewing Road, McKees Rocks, PA 15136			
Heather Johnston	Principal K-6	2010	hjohnston@srsd.k12.pa.us
Colleen Frankel	Assistant Principal K-3	3030	cfrankel@srsd.k12.pa.us
Jasmine Smith	Secretary	3000	jsmith@srsd.k12.pa.us
Joanne Onyshko	Dean of Students	3309	jonyshko@srsd.k12.pa.us
Anna Raynovich	School Counselor	4106	araynovich@srsd.k12.pa.us
Stefanie Galeoti	School Nurse	3040	sgaleoti@srsd.k12.pa.us

ORGANIZATION OF SCHOOLS

The Sto-Rox School district encompasses the boroughs of McKees Rocks and Stowe Townships. The Primary Center educates students in grades kindergarten through third; the Upper Elementary School

educates students in grades fourth through sixth, and the Junior/Senior High School educates students in grades seven through twelve. The district proudly serves 1000 students.

Sto-Rox School District | 2023-2024 CALENDAR

School Hours																																																																																																							
Primary Center (K-3)	9:00 am – 3:45 pm																																																																																																						
Upper Elem (4-6)	8:15 am – 2:45 pm																																																																																																						
Jr.-Sr. HS (7-12)	7:10 am – 1:55 pm																																																																																																						
☒ First/Last Day of School ✕ No School																																																																																																							
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Classes will be conducted face-to-face or virtually at the discretion of the Superintendent.

Board Approved: January 26, 2023 Revised: July 20, 2023

PROGRESS REPORTS / REPORT CARD SCHEDULE

Progress Reports/Report Card Schedule

SECTION 1 - SCHOOL INFORMATION AND PROCEDURES

SRSD SCHOOL BOARD POLICIES

All procedures in the SRSD handbook derive from the policies approved by the Sto-Rox School District Board of Directors. We encourage all families to click on the links in this document as well as review the Board policies on our website. If you do not have Internet access, you may request a copy of any of the policies by calling your student's school's main office.

Our School Board regularly reviews and updates policies during our meetings. We welcome your attendance and feedback!

[SRSD School Board Policies](#)

ATTENDANCE

Parents, students and educators must work together to help students attend school on time, every day. Why? Positive student attendance is directly linked with positive student performance in school.

Even after two missed days per nine weeks, student achievement tends to drop. A student with more than two absences may not be able to keep up with the work missed in class. Excessive absences and tardies may affect a student's ability to participate in extracurricular activities, athletics, field trips, and events.

To develop and maintain good attendance habits for all students, Sto-Rox has adopted a clear and effective attendance policy. *The School Laws of Pennsylvania classify all absences as unexcused or illegal except those for the following reasons: illness of the pupil, death in the family, religious, and*

“exceptionally urgent reasons” such as quarantine, recovery from an accident, required court attendance, approved family educational trips, educational tours, etc.

Sto-Rox School District will enforce the state’s compulsory attendance laws to eliminate absenteeism and provide the best education possible for each and every student. Please see the [SRSD Board Attendance Policy 204](#) for any questions.

ABSENCES

- Feel free to communicate with your child’s teachers and school about absences ahead of time, but please understand that a phone call will not excuse the absences—you must send written or emailed documentation for our records.
- A call will be made to all households of students who were marked absent in the homeroom.
- Family educational trips (up to 5 days) *must be pre-approved* by the building principal. Requests must be submitted at least one week in advance of the trip and should be submitted to the office.
- **If an excuse is not provided within 3 days of the student’s last absence, that absence(s) becomes an illegal absence.** Excuses may no longer be accepted if they are turned in late.
- If a student has 3 Illegal absences, parents will receive a Notice of Truancy in the mail notifying them of the Illegal days and encouraging them to contact the school to participate in an attendance improvement meeting over the phone or in-person.
- After the 6th Illegal absence, a letter will be sent in the mail with a date and time for a Student Attendance Improvement Plan conference. If parents cannot attend due to work, please contact the attendance office within 48 hours of the meeting to reschedule. Failure to attend the meeting and continued absences may result in a citation by the local magistrate.
- When a student reaches their 8th excused absence, a Warning Letter will be mailed home notifying parents that all absences beyond 10 require a doctor’s excuse or the absence will be marked as illegal.
- **Truancy is defined as 3 unexcused absences; habitual truancy is defined as 6 unexcused absences.**
- **If a student has 10 days of consecutive non-attendance, they will officially be withdrawn from the Sto-Rox School District.** The student will need to be re-enrolled in order to attend Sto-Rox School District in the future.
- Students may complete work missed due to any excused absence or suspension. Failure to make up assignments and assessments within 3 school days of return will result in a zero for the missing work. The 50% rule will be applied to work completed for unexcused absences.
- Please call the attendance office at **412-771-3213 ext 4020** if you have any questions about the attendance policy.

EXCUSE FOR ABSENCE

- After an absence, a student **MUST** turn in a written excuse to their homeroom teacher or their parent/guardian must email an excuse to the school secretary.
 - srpc.attendance@srsd.k12.pa.us
 - srue.attendance@srsd.k12.pa.us
 - srjshs.attendance@srsd.k12.pa.us
- Acceptable reasons for absences include illness, accidents, death in the family, religious reasons or impassable roads. All other absences may be determined illegal. **The excuse must include the student's full name, date(s) of absence(s), reason(s) for absence(s), the date the excuse was written and the signature of the parent or guardian.** The excuse must be submitted upon return to school or the absence will be classified as illegal to each building secretary.
- Parents and students should make every effort to schedule appointments after school. Administrators and teachers discourage the early dismissals or late arrivals during school hours. If it is necessary for a student to be excused during the school day, the student must follow this procedure:
 - A written request (letter or email) from the parent/guardian must be submitted to the office stating the **reason** and length of time the student is to be excused. The excuse must be given to the office in the morning (Jr/Sr. High by 9:00 a.m and Upper/Primary by noon) of the early release. Requests made by phone will not be honored except in cases of emergency.
 - The request will be verified by office staff.
 - At elementary schools the parent or guardian must report to the office when the child is leaving for their dismissal. Students must sign out in the main office at the Jr/Sr High School upon departure.

ABSENCE FOR VACATIONS

For the optimal success of our student(s) we request you do not schedule vacation when school is in session.

Absences due to family vacations will be considered legal if the following conditions are met:

- Submit a written request to the building principal, detailing the nature and dates of the vacation at least one week in advance of the departure date.
- The length of the vacation should not exceed five (5) school days. Any days exceeding 5 will result in illegal absences.
- Parents/Guardians will be responsible for making sure that missed school work will be completed by the child before returning to school.
- Students referred to the district justice for attendance issues may not be granted approval for vacations. This will be at the principal's discretion.

ILLNESS DURING SCHOOL HOURS

A student's claim of illness does not necessarily justify being excused from class or school. Students who claim to be ill must:

- Ask the teacher's permission to see the nurse, who will determine the degree of illness. If the nurse is not present, the student should report to the office. If a student is sent home from school by the nurse, that day is counted as an attended day of school based on the language in Tardiness and Changes in Dismissal Policy.
- If necessary, the nurse or member of the office staff (NOT THE STUDENT) will contact the home to arrange for transportation.
- If the parent/guardian, or a nearby relative or other designated person cannot be contacted, the student will not be permitted to leave school.
- Parents/Guardians may access the child's assignments on Google Classroom during any absence. If parents/guardians do not have a device, they can make arrangements for assignments to be picked up, after a 24-hour notice has been received.

ARRIVAL TO SCHOOL

Students are allowed to enter the Primary Center 9:00 a.m., Upper Elementary 8:15 a.m. and Jr/Sr. High School 7:10 a.m.

- Breakfast is provided each morning for all students.
- Students **must be in homeroom** or they will be marked as having an illegal absence for the day. Arrival after homeroom begins. requires that the student must report to the office for a tardy slip.

TARDINESS AND CHANGES IN DISMISSAL

- Students are marked tardy if they arrive at school after homeroom has begun. Students are marked ABSENT for the morning session (one-half day) if they arrive two hours after the start of the day. Students will be marked ABSENT for the whole day if they are three and one half hours after school has begun.
- A request for early dismissal before two hours has passed will be marked as one whole day of absence. A request must be written and submitted to the office who will contact the parent/guardian to verify the request.
- A request for early dismissal before three and one half hours will be marked as one-half day of absence.
- Please see each school's start times for specific times for tardies to be marked.
- A written excuse is required for every tardiness. There is a one-day grace period to submit an excuse. After the second day, the tardy becomes illegal.
- After 5 tardies have been accumulated during a school year, a warning letter is sent home to the parent/guardian. After a warning letter has been sent, the missed instructional minutes will

accumulate for each subsequent tardy and will result in an illegal absence for every 7 hours of missed instruction. After 3 days of illegal absences, a first notice letter will be served to the parent/guardian.

- As stated above, any and all notices served thereafter during a student's entire period of enrollment in the Sto-Rox School District, shall be a truancy citation. Any and all truanancies will require the parent/guardian to attend a hearing before the district justice.

Parental cooperation regarding absences ensures the safety and welfare of the students and promotes good attendance habits in students.

COMMUNITY ELIGIBILITY PROGRAM

The Sto-Rox School District will offer a free Breakfast and Lunch for ALL students. Every student has the opportunity to eat breakfast and lunch at each school every day. A la carte lunch items are also available for purchase. **Jr.-Sr. High School Students: Please arrive at school early enough if you would like to eat breakfast before you are due to report to class so that you arrive on time. Morning entry doors will be closed at 7:25 AM. Students will then need to report the main entrance for tardy check-in. Grab and go breakfast will be provided.**

EMERGENCY SCHOOL CLOSINGS

When it is necessary to announce a delay in starting time or the cancellation of classes for the day because of an emergency, parents/guardians and students should follow these standard procedures:

1. When the decision is made to delay or close a school or schools, a district-wide phone call will inform everyone registered with the phone call system to receive a call. In addition, the District will contact the local Pittsburgh television stations, which begin broadcasting school information at 6:00 AM, to share the same message. This information will also be posted on the Sto-Rox website at <https://www.srsd.k12.pa.us>. Check on the [District's FaceBook page](#) or go to KDKA or WPXI or check <http://kdka.com/schoolclosings/> or <http://www.wpxi.com/closings/> for all cancellations or delays.
2. When a two (2) hour delay is announced, students should report to their school two hours later than usual. *Bus pick-up will be two hours later as well.
3. The decision to delay, close, or dismiss school early is based on the safety and welfare of the students, and requires everyone's cooperation. Parents/guardians who would not be at home during such an emergency should arrange for students to report to an alternate safe place and communicate this with the school prior to dismissal.

HEALTH SERVICES

Examinations

The Sto-Rox School District and the Pennsylvania Department of Health require medical and dental examinations for all school-aged children upon original entry to school. Medical examinations are also required in Grades 6 and 11, and Dental Exams in Grades 3 and 7. These grades were selected because they represent critical growth and development periods in a child's life.

The Pennsylvania Department of Health recommends that these examinations be done by your family physician and dentist since they can best evaluate your child's health and assist you in obtaining necessary treatments. Examinations will be done in school if not done by a family physician or dentist. Information will be sent out before the Examinations take place.

It is important that the school has an up-to-date record of the child's health status. This knowledge enables the school staff to help children achieve the maximum benefit from their educational opportunities. Immunization against diphtheria, measles, polio, mumps, chicken pox (Varicella), hepatitis B, and tetanus is required before school admission.

The District and the Department of Health require medical examinations for all students entering the 6th grade and dental exams for students entering the 7th grade. Every child will have their height and weight measured and recorded as well as having a vision test annually. Hearing tests will be administered to 7th grade students as well.

Scoliosis: The Department of Health requires scoliosis screenings by a private physician or by a certified school nurse for all students in grades 6 and 7. If your child has not been examined by their private physician or written proof has not been submitted to the nurse, a scoliosis screening will be completed by the school. Parents/guardians will be notified if scoliosis is suspected or detected by the school nurse or doctor.

Please see the [SRSD Board Policy 209: Health Examinations & Screenings](#) for any questions.

MEDICATION IN SCHOOL

The administration of prescribed medication for a student during school hours must be in accordance with the direction of a parent/guardian and family physician. It will be permitted only when failure to take such medicine would jeopardize the health of the student or if the student would not be able to attend school if the medicine were not available during school hours.

No medication, prescription and non-prescription (over the counter), will be administered in the school except by the Direct Medication Order Form of a licensed health provider and accompanied with a parent's/guardian's completed and signed Sto-Rox Medication Administration Permission Form. This paperwork must be in place before any medications are dispensed to students. Sto-Rox School District does not supply any medications. It is the parent/guardian's responsibility to supply and deliver all medications that are to be administered during school hours.

Under no circumstances should a student have **any drug** - prescription, over-the-counter, legal or illegal, in his/her possession for any reason. This would be a drug code violation and would merit consequences spelled out in the Code of Conduct. The only exception would be possession/use of asthma inhalers and EpiPens per policy.

Only the School Nurse, or other licensed health personnel is solely responsible for administering medications to students. Students are NOT permitted to carry or possess any medications while at school. All medication is to be taken in the presence of the school nurse. In the case of inhalers and EpiPens, the parent/guardian as well as the student will follow the procedures for possession and use of emergency medications. The parent/guardian of the child must assume responsibility for informing the school nurse of any changes in the child's health or change in medication. A new "Medication Order" from the licensed provider and the Medication Permission Form, completed by the parent will be required with each change in medication and at the start of each school year.

[SRSD Policy 210: Medications](#)

<http://go.boarddocs.com/pa/stox/Board.nsf/goto?open&id=9P786B1CA9EA>

MEDICATION: INHALERS

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. **Self-administration** shall mean a student's use of medication in accordance with a prescription or written instructions from a physician, certified registered nurse practitioner or physician assistant.

Before a student may possess or use an asthma inhaler during school hours, the Board shall require the following:

1. A signature from the parent/ guardian and student 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.
2. A written statement from the physician, certified registered nurse practitioner or physician assistant that states:
 1. Name of the drug.
 2. Prescribed dosage.
 3. Time medication is to be taken.

When a student initially brings an asthma inhaler to school, the school nurse shall be responsible to complete the following:

1. Obtain the required written request and statements from the parent/guardian and physician, certified registered nurse practitioner or physician assistant, which shall be kept on file in the office of the school nurse.
2. Review pertinent information with the student and/or parent/guardian, specifically the information contained on the statement submitted by the physician, certified registered nurse practitioner or physician assistant.
3. Determine the student's ability to self-administer the medication and the need for care and supervision.
4. Maintain an individual medication log for all students possessing asthma inhalers.

[SRSD School Board Policy 210.1: Asthma Inhalers](#)

HOMELESS STUDENT INFORMATION

Subtitle VII-B of the McKinney-Vento Homeless Assistance Act (per Title IX, Part A of the Elementary and Secondary Education Act, as amended by the Every Student Succeeds Act) defines *homeless* as follows:

The term "homeless children and youths"--

(A) means individuals who lack a fixed, regular, and adequate nighttime residence (within the meaning of section 103(a)(1)); and

(B) includes—

(i) children and youths who are sharing the housing of other persons due to loss of housing, economic hardship, or a similar reason; are living in motels, hotels, trailer parks, or camping grounds due to the lack of alternative adequate accommodations; are living in emergency or transitional shelters; or are abandoned in hospitals;*

(ii) children and youths who have a primary nighttime residence that is a public or private place not designed for or ordinarily used as a regular sleeping accommodation for human beings (within the meaning of section 103(a)(2)(C));

(iii) children and youths who are living in cars, parks, public spaces, abandoned buildings, substandard housing, bus or train stations, or similar settings; and

(iv) migratory children (as such term is defined in section 1309 of the Elementary and Secondary Education Act of 1965) who qualify as homeless for the purposes of this subtitle because the children are living in circumstances described in clauses (i) through (iii).

The McKinney-Vento Act is designed to address the challenges that homeless children and youths have faced in enrolling, attending, and succeeding in school. If students or families live in any of the above situation, please contact your school counselor, home-school visitor/District Homeless Liaison:

Eligible children have the right to:

- Receive a free, appropriate public education.
- Enroll in school immediately, even if lacking documents normally required for enrollment.
- Enroll in school and attend classes while the school gathers needed documents.
- Enroll in the local school; or continue attending their school of origin (the school they attended when permanently housed or the school in which they were last enrolled), if that is your preference. * If the school district believes that the school you select is not in the best interest of your children, then the district must provide you with a written explanation of its position and inform you of your right to appeal its decision.
- Receive transportation to and from the school of origin, if requested.

FIELD TRIPS

As part of the educational program, students may attend field trips supervised by district staff. Students are permitted to participate in field trips only after submitting a completed parent/guardian permission form. Field trips are a privilege. Students may lose this privilege if their behavior impedes the safety of themselves, other students or staff.

SCHOOL VISITATION

The safety of our students and staff is our highest priority. The Sto-Rox School District will utilize the **RAPTOR** visitor registration system to enhance school security. All parents, guardians, and visitors will be **required** to present a government issued photo identification (for example, driver's license) when entering the building. Visitor badges must be worn at all times while in the building. All visitors are required to go through a metal detector and have their belongings searched. Persons wishing to visit a school should make arrangements in advance with the school office in that building.

[SRSD School Board Policy 907](#)

SECTION 2–INSTRUCTIONAL PROGRAMMING AND STUDENT SERVICES

INSTRUCTIONAL PROGRAMMING

Our goal is to make sure every student in Sto-Rox is empowered to ethically meet the challenges of a global society and become self-directed, continuous learners. Students learn concepts and skills articulated in the PA Standards in English Language Arts, Mathematics, Social Studies, Science, and related arts. Students also learn social-emotional skills and skills they will need in the workplace when they leave our schools.

We believe that every student is able to learn and achieve in a safe, inclusive environment. Through intentional restorative practices, we foster a community of learners to create that environment for our students. We celebrate the potential of every child in Sto-Rox.

SPECIAL EDUCATION

When a student fails to make meaningful progress, the child’s team of teachers explores what is happening to determine the cause and make sure they are receiving the support that they need. At times, this may lead to a child needing specialized student services.

Chapter 14 of the PA School Code: Special Education Services

Sto-Rox is committed to providing free and appropriate public education (FAPE) to every child. This means that children with disabilities will be educated in the most appropriate social, physical and academic environment, as determined by the individualized education plan (IEP) team.

If a student has been referred to our School Psychologist for evaluation, an evaluation will be completed once parent permission is received and an Evaluation Report created with parent involvement. The report will determine whether a student qualifies for special education services. If the student qualifies, the report will include recommendations to help meet the student’s needs in the school setting.

If the student does not qualify, the school will continue to support the student through classroom interventions and work with the parent to help the student overcome the challenges they are facing.

If a student does qualify, the student's IEP team will meet to create a plan. That team will consist of the parent, the local education authority (LEA)--usually the principal, the special education teacher, a general education teacher and the child. Together, the team considers data and makes decisions about the child's special education, documented in the IEP.

Chapter 15 of the PA School Code: 504

A student with a physical or mental disability may qualify for support under Section 504 of the Americans with Disabilities Act, if that disability significantly limits a major life function.

If a student qualifies for support under Act 504, the case manager will meet with that child's team and create a list of needed accommodations. These often refer to building accessibility, adjustments to the child's physical setting or instruction.

Chapter 16 of the PA School Code: Gifted Services

Sto-Rox seeks to give every child the most challenging instruction they are able to master to help them reach their potential. When students are mastering material significantly faster or more completely than their peers, teachers will push them with differentiated instruction. Students who may need instruction beyond this adjustment may qualify for gifted services under Chapter 16 of the School Code.

If you believe that your child may need support from an individualized education plan (IEP), a support plan for physical or mental disability (504 service agreement), or special education due to an exceptionally high intellectual ability (gifted services), please contact your school counselor to receive more information and begin the process to support your child most appropriately.

School Counseling Services

School Counselors support students at all levels, helping students understand positive ways to interact with their peers, manage their emotions and effectively solve problems. Counselors work with each student as often as possible during the school year for personal and academic counseling, and may work with parents to refer students to outside agencies for support if needed.

At all levels, counselors run small groups to teach social emotional skills, mediate conflicts and provide career and college readiness opportunities. Secondary counselors also support students in their career and college goals, including helping with financial aid and connecting students with recruiters.

STUDENT SUCCESS TEAM (SST)

(Formerly Student Assistance Program (SAP))

The Student Success Team (formerly Student Assistance Program (SAP)) is a state mandated program to help students overcome barriers to learning. Each school in Sto-Rox has a team of professionals who meet weekly to discuss the barriers students experience accessing their academic programs. Some of the issues we address are a wide range of concerns, including academic issues, emotional, mental health, relationship issues, alcohol or substance abuse issues.

The student success team then looks for resources to support students where needed. If the problems the students are facing are beyond the scope of school, the student success team will assist the parent to connect with services in the community.

Please reach out to your school counselor with any questions.

SECTION 3 - STUDENT CODE OF CONDUCT

In order to provide a safe, welcoming learning environment for all students and staff, the Sto-Rox School District has the following policies and procedures in place. As part of our efforts to provide a safe and welcoming environment, the school district has implemented **School-Wide Positive Behavioral Interventions and Supports (SWPBIS)**. The purpose of SWPBIS is to promote a positive school environment.

School-Wide Positive Behavioral Interventions and Supports (SWPBIS)

The Sto-Rox School District strives to promote a quality educational experience by promoting excellence in our daily lives. Our goal is to provide our students with an environment conducive to learning; therefore, it is expected that our students display appropriate behavior on a daily basis. The SWPBIS multi-tiered framework allows schools to establish and maintain social cultures and the behavior supports needed to improve the social, emotional, behavioral and academic outcomes for all students. As a learning community, we have high expectations for our students' academic progress and behavior.

Parental involvement in this process plays an integral part in our students' overall success. Please take the time to discuss the components of this plan with your child. Teachers will keep parents abreast of their child's progress on developing critical social and emotional skills. Parents may be asked to meet collaboratively with administrators to develop a plan for a child's behavioral success.

I. **Vision** - At the Sto-Rox School District, we strive to create a positive school environment where faculty, staff and students are courteous and respectful to themselves and others, and leaders in the building. They are motivated to learn, and be safe at all times.

II. **Positive Behavioral Intervention and Supports (PBIS)** is an approach with the goal of enhancing the capacity of schools, families, and communities. They are designed to be effective environments that improve the fit between research-validated practices and the environments in which teaching and learning occur. The focus of PBIS is on creating and sustaining school environments that improve lifestyle results (personal, health, social, academic, work, etc.) for all students by making problem behavior less effective, efficient, and relevant, while making desired behavior more functional. The focus of this approach is to reward students for positive behavior.

Who is involved in the PBIS Process? School-wide PBIS requires a collaborative team consisting of:

- All school personnel to include: Administration, Teachers, Counselors, Paraprofessionals, Custodial and Cafeteria Staff, Front Office Personnel
- Support personnel such as School Improvement Facilitators, etc.
- Special Education personnel such as Behavior Specialists, School Therapists, etc.
- Parents
- School Visitors

What is a School-wide PBIS Plan? The school-wide PBIS Plan includes the following steps:

1. Expectations are clearly and positively defined.
2. Behavioral expectations are taught to all students and staff.
3. Appropriate behaviors are acknowledged.
4. Behavioral errors are proactively corrected.
5. A database for keeping records and making decisions is established.
6. Data-based monitoring and adaptations to the plan are regularly conducted.

The goal is to promote behavior to foster an environment conducive to learning. When a student has demonstrated expectations, he or she will have the opportunity to be rewarded through various forms of incentives throughout the year.

III. School Rules - Expectations of Students: Each school within the Sto-Rox School District have developed school-wide expectations we instill with our staff and students to promote positive behaviors inside and outside of the classrooms. Below, you will find the expectations of each building.

“Viking Expectations” state We Are:

Primary Center:

Kind
Capable
In Control
Sto-Rox Strong!

Upper Elementary:

Safe
Respectful
Responsible
SRUE Proud!

Jr./Sr. High School:

Respectful
Accountable
Inclusive

Safe
Equitable

BOOK BAGS & BACKPACKS

Students are permitted to carry standard-sized book bags to school. All bags (backpacks, athletic bags, purses, etc.) will be searched when the student enters the building. All bags must be stored in the student's locker for the school day. Exceptions will be made on a case-by-case basis by the administration.

ELECTRONIC DEVICES/CELL PHONES

The Sto-Rox School District prohibits student use of personal electronic devices, including the use of cell phones, tablets, laptops, smart watches, and headphones. It also allows principals the discretion to create specific rules around using devices for student learning. [SRSD School Board Policy 237: Electronic Device](#)

- Principals will allow students to utilize such devices on the school bus unless this use interferes with the safety of the students and driver.
- Elementary and primary students must turn in their electronic devices, including phones, cellular watches, wireless headphones, and tablets powered off to their teachers, during homeroom.
- Junior/Senior High School students must turn in their electronic devices, including phones, cellular watches, wireless headphones, and tablets powered off, at bag check.
- Violation of this policy will result in the consequences below:

Violations of this policy by a student shall result in the following disciplinary action and confiscation of the item:

Violation	Disciplinary Action
First	The electronic devices will be confiscated. The student will receive a verbal warning and parent/guardian will be contacted. Students will be directed to pick up their phone at the end of the school day.
Second	A parent/guardian must pick up the student's device. (Will result in disciplinary action, including but not limited to detention or suspension at the Jr/Sr High School)
Third	The device will be kept for the remainder of the semester and/or school year in the school office. (Will result in disciplinary action, including but not limited to detention or suspension at the Jr/Sr High School)

- Students are prohibited from posting pictures and/or negative comments about other students/staff during school time (this includes the bus ride to and from school) that disrupts the normal function of the school day. Failure to comply with this directive will result in disciplinary action.

Students are responsible for their belongings at all times. The school district is not responsible for any damage, loss or theft of items.

NOTE: If a student refuses to turn over a prohibited item, he/she will be immediately referred to a principal for disciplinary action.

CONTROLLED SUBSTANCES/PARAPHERNALIA

The use of controlled substances is strictly prohibited on school buses or school property. If a student arrives at school and is suspected of being in possession of or under the influence of illegal substances, the District has the right to search for contraband. If a student is found to be under the influence or in possession of an illegal substance, will be referred to the student success team.

The parent will be notified; if the student is deemed unable to attend classes, the parent will be responsible for transporting the student home. If the parent is unable, the student will spend the day in in-school suspension.

[SRSD School Board Policy 227: Controlled Substances](#)

DRUG AND ALCOHOL POLICY

The Sto-Rox School District recognizes its responsibility to educate, prevent, and intervene in the use and abuse of all illegal drug, alcohol, and mood-altering substances by students.

The Sto-Rox School District will work to combat the problems associated with substance abuse that permeates our society through the use of curriculum, classroom activities, community support and resources, a strong and consistent administration and faculty effort, and rehabilitative and disciplinary procedures,

[School Board Policy 227: Controlled Substances, Paraphernalia](#)

GENERAL SEARCH PROCEDURES

The Sto-Rox School District provides space for storage of books, clothing, school materials and other personal property. All lockers, desks and other storage spaces are and shall remain the property of the school district. All students should be aware that because school property is subject to search at any time, any expectation of privacy by a student in an assigned school locker or the contents therein shall be deemed unreasonable. Accordingly, students should not place or keep any material or item in lockers, desks or other storage areas which the student does not want discovered or searched by district officials. School officials or their authorized agents may conduct random, periodic, generalized or sweeping inspections or searches of buildings, including all lockers, desks or other storage spaces.

THREAT ASSESSMENT TEAM

The Sto-Rox School District complies with all Threat Assessment Team requirements under Act 55 of 2022. All school buildings within the Sto-Rox School District have threat assessment teams composed of, but not limited to, the following District employees: principal, school counselors, school psychologist, security personnel, and additional members, as needed. Building-level teams report to the District level team, which includes District Central Office administrators and Student Support Services staff. All team members have received training on the process of identifying, reporting, assessing, responding to and intervening with threats by utilizing the threat assessment process and protocols. The School Safety and Security Coordinator has been identified as the Director of Operations. The Director of Operations oversees the training, development, and implementation of Threat Assessment and School Safety programming. Annually, staff is provided with information on how to report a threat, report student at-risk behavior, and how to conduct safety and security drills. Student information reviewed and maintained by the Threat Assessment Teams is confidential.

DRESS CODE

In an effort to keep the focus on learning and not on dress, the following guidelines are in place, following [SRSD Board Policy 221: Dress and Grooming](#).

Acceptable	NOT Permitted
T-shirts, sweatshirts, sweaters, hoods down	Crop Tops, halter tops, pajamas, wearing hoods up, hats, do-rags
Jeans, sweatpants, dresses, skirts (of fingertip length).	Clothes that are excessively short/tight (fingertip length is appropriate), tank tops. Clothes with excessive holes.
Shorts (of fingertip length)	Clothing or jewelry that refers to tobacco, alcohol, weapons, violence, profanity, gangs, sex or drugs.
Tennis Shoes, Sandals, Boots	House Slippers
	Visible underwear

The final decisions about appropriateness of dress will be made by the building principal. If students are not wearing proper clothing, they will have the opportunity to call home and request a change of clothes. If a parent/guardian is not able to provide a change in attire, students may be provided donated

clothing to borrow for the day and return to class. Every effort will be made to keep our students in class, but clothing must not distract from the learning environment.

CAFETERIA CONDUCT

Students are expected to clean up after themselves, stay seated, use appropriate voice levels, follow the directions of cafeteria staff and monitors, and follow all PBIS expectations.

CHEATING/PLAGIARISM

Deliberate copying of another person's work. Students will receive a zero for the assignment and possible disciplinary action.

CLASS SKIPS

Regular class attendance enables students to learn at the highest levels. It also enables the staff to account for each student throughout the school day. Class skips are considered unexcused absences and can result in consequences and as well as a plan to provide extra support to ensure attendance.

DEFIANCE AND LACK OF RESPECT

It is vital to our learning community that teachers model and students show respect. Therefore, students are expected to follow the reasonable requests of the adults who supervise them. Failure by any student to do so will be deemed to be demonstrating defiant and disrespectful behavior. Students will be given guidance on appropriate alternate behaviors that serve to "make it right" with their teachers and peers. Recurring defiant and disrespectful conduct may result in a disciplinary referral and consequences.

FIGHTING/PHYSICAL ALTERCATION/ASSAULT

A physical altercation is an unsafe physical act such as pushing, kicking or shoving. A **fight occurs when two or more students are involved** in hitting, punching, kicking, or other aggressive actions. If a child chooses to retaliate, he/she has chosen to participate in the fight.

Simulating a fight is disruptive behavior that will result in disciplinary action.

An **assault** is defined as a violent physical or verbal attack intended to injure another person. The difference between an assault and a fight is that in an assault, **the victim does not participate or retaliate**. When an assault occurs, the police may be called, a citation may be issued, and the student may be arrested. In addition, the student will be suspended from school and with possibility of expulsion, depending on the severity of the assault. [Student Discipline policy 218](#)

HARASSMENT

Harassment is “to annoy or torment repeatedly and persistently.” This includes any and all derogatory sexual, racial, and ethnic remarks, and personal intimidation. After a thorough investigation by the school’s administration, students found guilty of harassing other students or staff members will face severe disciplinary actions. **These actions may include, but are not limited to a restriction from school activities, assigned to restricted lunch, a suspension from school, a citation for harassment filed with the district justice and a school board expulsion hearing.** [Discrimination/Title IX Sexual Harassment Affecting Students Policy 103](#)

LEAVING THE BUILDING

Leaving the school building without permission is a very serious safety concern. Each building will contact parents and work with school and local officials to ensure every child’s safety during any incident.

INAPPROPRIATE LANGUAGE

The use of profanity and/or abusive or inappropriate language will not be tolerated. Profanity involves vulgar speech and/or actions. Abusive language involves ethnic, religious, racial and/or sexual slurs. Inappropriate language includes substitute curse words and put downs.

SUSPENSION

In-school suspension is a disciplinary action that results in a student being assigned to participate in the district’s reflection and restorative practices procedure.

Out-of-school suspension is a **severe** disciplinary consequence in which a student is released to a parent/guardian for a designated period of time. During this time, the student must remain at home during school hours. A student on suspension is not permitted to participate in extracurricular activities. In addition, when a student is suspended and a parent/guardian has been contacted they must pick up the student at the school ASAP.

When students are suspended from school, they may not attend any school function or activity. Students who attend a function or event during the course of their suspension will have their suspension extended and may receive a citation for trespassing. This also applies to suspension that stretches over a weekend and would include school events that would occur on a Friday, Saturday, and/or Sunday.

SUSPENSION WHEN SCHOOL IS CANCELED

If a suspension falls on a day that school is canceled for some reason, such as a snow day, that day WILL NOT count as a suspension day. The suspension will be continued to the next day that school is in

session. For example, if the suspension falls on a Tuesday and school is canceled that day due to snow, the suspension will be moved to Wednesday. Thus, the suspended student should not return to school on Wednesday, but would return to school on Thursday.

TARDY TO CLASS

Students are considered tardy if they arrive to class after the late bell has rung without a pass. Teachers will work with parents and students with chronic tardy concerns. Additionally, at the Jr/Sr High School, tardies will result in disciplinary action.

THEFT

Student is in possession of, having passed on, or is responsible for removing someone else's property or has signed a person's name without that person's permission.

THREATS

Threats are defined as an act or reference to do bodily harm. Threatening another student or staff member verbally or physically is not tolerated.

VANDALISM

Vandalism is the damage and/or defacing of school property. The normal repair and maintenance of school equipment and buildings is a costly item in the school budget. When school property is damaged or destroyed through vandalism, it is inconvenient for students and staff of the affected building and places an unfair burden on the taxpayer. Parents are financially responsible for the cost of repair or replacement if the damage has been done deliberately.

WEAPONS

The definition of "weapon" includes, but is not limited to, any knife, cutting instrument, cutting tool, martial arts device, brass or metal knuckles, firearm, hand gun, shotgun, rifle, chemical agent (such as mace or pepper spray), explosive device, or any other tool, instrument or implement capable of inflicting injury or bodily harm.

The definition of "firearm" includes firearms of any type which will or may readily be converted to expel a projectile by the action of an explosive, any destructive device, pellet gun, BB gun, or look-alike firearm whether capable of operation, loaded or unloaded.

Students suspected of possessing a weapon are subject to a search of pockets, lockers, coats, book bags, purses, and cars parked on school property. Regulations also permit the use of reasonable force by

school officials to obtain a weapon or otherwise dangerous object. If a student resists a search, the local police will be called for assistance.

[School Board Policy Weapons 218.1](#)

CODE OF MISCONDUCT AND RESPONSE STRUCTURE

The examples provided in this Code of Conduct are not to be construed as limiting the behaviors which may require disciplinary action by school personnel. The following misconduct/response structure includes four levels. **Level I, II, III, and IV represent a continuum of misbehaviors based on the seriousness of the act and the frequency of the occurrence, determined by school administration.** Students should avoid the behaviors listed as examples under each level and, instead, exhibit good conduct. Any student found in violation of Board Policy and District rules and regulations will receive the appropriate disciplinary action.

Level I Behaviors

Level I Definition	Examples of Level I Misbehaviors Include, but not limited to:	Examples of Disciplinary Actions, but not limited to:
<p>Misbehavior on the part of the student which impedes the orderly classroom operation and procedures of the school.</p> <p>These misbehaviors are typically handled by individual staff members, but sometimes require the intervention of other school support personnel.</p>	<ul style="list-style-type: none"> ● Classroom/school disturbance or disruptive/inappropriate classroom/school behavior ● Non-defiant failure to complete or carry out directions ● Cell Phone/Electronic devices without authorization ● Class Skip ● Tardy to Class ● Defiance/Disrespect ● Eating outside cafeteria or in unauthorized area(s) ● Failing to have or return required forms, books, library books, materials, and equipment ● Littering ● Loitering ● Running or shouting in the halls ● Unauthorized presence in the halls or other school areas ● Inappropriate display of affection ● Unauthorized sale of non-harmful items 	<ul style="list-style-type: none"> ● Private conversation with student ● Verbal warning or written reprimand ● Parent Contact ● Conferences ● Restorative practices ● Special Assignment ● Written Assignment ● Detention ● Denial of privileges ● Confiscation ● In school suspension ● Isolation in class

	<ul style="list-style-type: none"> ● Classroom tardiness and first offense class cut ● Lying ● Name calling ● Violation of Dress Code ● Inappropriate language 	
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Level II Behaviors

Level II Definition of Behaviors	Examples of Level II Misbehaviors Include, but not limited to:	Examples of Disciplinary Actions, but not limited to:
<p>Frequent or serious misbehavior that disrupts the learning environment of the school.</p> <p>These infractions, which usually result from the continuation of Level I misbehaviors, require the intervention of administrative personnel level because the execution of Level I disciplinary options has failed to correct the situation.</p>	<ul style="list-style-type: none"> ● Extreme Level I misconduct ● Continuation of Level I misconduct ● Abusive, obscene, or disrespectful language, writing, or gestures ● Using forged notes or excuses ● Unsafe/disorderly bus conduct ● Unsafe/disorderly cafeteria conduct ● Elopement ● Violation of school attendance policies (e.g. tardiness; truancy; leaving school property without permission; 2nd offense cutting class; unexcused absence) ● Failure to serve detentions within reasonable time ● Unauthorized possession or use of school property, facilities, lockers ● Hazing ● Bullying/Cyberbullying ● Plagiarism/Cheating ● Misbehavior during field trips or school programs ● Open defiance of authority; willful refusal to do as ordered; or any form of insubordination ● Repeated violation of dress guidelines ● Inappropriate use of electronic devices 	<ul style="list-style-type: none"> ● Parent Contact ● Parent/Student/Teacher conference ● Conference with Administration ● Behavior Contract ● Modified day ● Detentions ● Denial of privileges or extra-curricular activities ● In-school suspension ● Out of school suspension ● Confiscation ● Temporary removal or permanent removal from bus or area

	<ul style="list-style-type: none"> ● Using, installing, or downloading unauthorized software (i.e. games, music, etc.) ● Horseplay (unsafe acts such as pushing, shoving, running, jumping etc.) ● Verbal harassment of others ● Possession of any article disruptive to the school day ● Leaving room without permission ● Throwing objects without the intent to harm 	
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Level III Behaviors

Level III Definition of Behaviors	Examples of Level III Misbehaviors Include, but not limited to:	Examples of Disciplinary Actions, but not limited to:
Frequent or serious misbehaviors that tend to disrupt the learning climate of the school and/or acts directed against persons or properties that endanger the health or safety of others in the school.	<ul style="list-style-type: none"> ● Continuation of or extreme Level II misconduct ● Vandalism ● 3rd offense truancy ● Petty theft ● Instigation ● Fighting ● Assault ● Minority, ethnic, or racial slurs or intimidation ● Trespassing on or in school property when closed ● Refusal to leave school property when ordered to do so ● Intimidating others ● Hazing ● Bullying/Cyberbullying ● Sexting or any inappropriate material on any electronic or cellular device. ● Destruction of the property of others ● Lewdness or indecent exposure ● Possession or use of tobacco, matches, e-cigarettes, lighters, vapes, vaping material, etc. ● Harassment ● Sexual harassment 	<ul style="list-style-type: none"> ● Parent Contact ● School conference ● Detention ● Confiscation ● Temporary removal from the area (i.e. class, cafeteria, etc.) ● In-school suspension ● Out of school suspension ● Denial of privileges or extra-curricular activities ● Temporary removal or full removal from bus ● Restitution of property or damages ● Referral to police or district magistrate ● Citation

	<ul style="list-style-type: none"> ● Spitting on individuals or property ● Inappropriate use of electronic devices ● Throwing objects that can cause harm or damage. ● Gross disrespect towards staff members. 	
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Level IV Behaviors

Definition of Level IV behaviors	Examples of Level IV Misbehaviors Include, but not limited to:	Examples of Disciplinary Actions, but not limited to:
<p>Frequent or serious misbehaviors that tend to disrupt the learning climate of the school. Acts directed against persons or property which could or do pose a threat to the health, safety or welfare of others in the school.</p> <p>Such acts will require administrative action which could result in the immediate removal of the students from school and the possible intervention of law enforcement authorities.</p>	<ul style="list-style-type: none"> ● Continuation of or extreme Level III misconduct ● Extortion or attempted extortion ● Bomb threat or threatening phone calls ● Possession/use/transfer of dangerous weapons ● Fighting ● Assault ● Lighted or ignited objects ● Theft or possession/sale of stolen property ● Arson or attempted arson ● Hacking, cracking, or tampering with the network/computers ● Inappropriate use of electronic devices ● Transfer/sale/possession/purchase/procurement /distribution/use or under the influence of unauthorized substances, e.g., drugs, alcohol, or drug paraphernalia ● Possession, sale, or use of firecrackers, cherry bombs, or other fireworks ● Disorderly conduct ● Unauthorized use of fire alarm or equipment ● Other violations of federal, state, or local laws ● Terroristic threats ● Terroristic acts ● Repeated incidents of bullying/cyberbullying ● Retaliation against a student for reporting bullying or extortion, or for assisting in an investigation 	<ul style="list-style-type: none"> ● Parent contact ● Expulsion ● Citation ● Confiscation ● In-school suspension ● Out of school suspension ● Permanent removal from bus ● Restitution for damages to or loss of property ● Referral to police or district magistrate ● Referral to outside agency

SECTION 4—ATHLETICS, CLUBS AND ACTIVITIES

Sto-Rox is a **community** school. We believe in working with our families and community members to support and help educate our students. We welcome volunteers to support us in every building for activities, clubs and athletics!

Our volunteers must complete clearances before working with students and renew them every twelve months. These are completed online. Once you have completed them, please notify the building secretary to confirm them and have your name added to our list of volunteers.

- Act 151 Child Abuse Clearance – Free for Volunteers www.compass.state.pa.us/CWIS
- Act 34 PA Criminal History Check – Free for Volunteers <https://epatch.pa.gov/home>
- Act 114 - FBI Fingerprint Criminal Background Check – cost to obtain the FBI Fingerprint clearance is \$22.60, register online at <https://uenroll.identogo.com/>
 - On the site, please choose the appropriate reason for fingerprinting:
 - The Service Code for PDE Volunteers is 1KG6Y3.
 - Volunteers are excused from obtaining the Act 114 FBI Criminal Background clearance if the individual has been a resident of the Commonwealth of Pennsylvania during the entirety of the previous 10-year period AND submits an [affidavit](#) attesting that they have not been convicted of enumerated offenses.

Please direct all questions regarding clearances to: mvanfossan@srsd.k12.pa.us or the building principal.

ACTIVITIES & CLUBS

Sto-Rox provides educational opportunities outside of academics and related arts. We partner with many outside organizations, including Focus on Renewal, Steel City Impact, the Boys and Girls club and others. Please see your school's web page for more information about activities outside of school!

ATHLETICS

Sto-Rox Student Athletes represent us on the field and off the field throughout the school year. For information about our athletic opportunities, please visit <https://storoxathletics.org/> , or contact our Athletic Director, Josh Kemp, at jkemp@srsd.k12.pa.us , or 724-771-3213, ext 4200.

SECTION 5—TITLE 1 & PARENT INVOLVEMENT

Parent Right-to-Know Information

Parent Right to Know Information as Required by The Elementary and Secondary Education Act (ESEA) [Section 1112(e)(1)(A)] and the Every Student Succeeds Act [Section 1112(e)(1)(A)]

Your child attends the Sto-Rox School District, which receives Federal Title I funds to assist students in meeting state achievement standards. Throughout the school year, we will be providing you with important information about this law and your child's education. This letter lets you know about your right to request information about the qualifications of the classroom staff working with your child.

At Sto-Rox School District, we are very proud of our teachers and feel they are ready for the coming school year and are prepared to give your child a high-quality education. As a Title I school, we must meet federal regulations related to teacher qualifications as defined in ESEA. These regulations allow you to learn more about your child's teachers' training and credentials. We are happy to provide this information to you. At any time, you may ask:

- Whether the teacher met state qualifications and certification requirements for the grade level and subject he/she is teaching,
- Whether the teacher received an emergency or conditional certificate through which state qualifications were waived, and
- What undergraduate or graduate degrees the teacher holds, including graduate certificates and additional degrees, and major(s) or area(s) of concentration.

You may also ask whether your child receives help from a paraprofessional. If your child receives this assistance, we can provide you with information about the paraprofessional's qualifications.

The Every Student Succeeds Act (ESSA) which was signed into law in December 2015 and reauthorizes the Elementary and Secondary Education Act of 1956 (ESEA) includes additional right to know requests. At any time, parents and family members can request:

- Information on policies regarding student participation in assessments and procedures for opting out, and
- Information on required assessments that include
 - subject matter tested,
 - purpose of the test,
 - source of the requirement (if applicable),

- o amount of time it takes students to complete the test, and
- o time and format of disseminating results.

Our staff is committed to helping your child develop the academic knowledge and critical thinking he/she needs to succeed in school and beyond. That commitment includes making sure that all of our teachers and paraprofessionals meet applicable Pennsylvania state requirements.

STO-ROX SCHOOL DISTRICT
Annual Public Notice

The Sto-Rox School District maintains pupil records as an inherent part of the student's education associated with the provision of necessary instructional services. These records are confidential and privileged and access is limited to the following school district employees: Administrators, counselors, specialists, student's classroom teachers, and members of the secretarial staff. The Sto-Rox School District's student educational records policy is in compliance with Pennsylvania Board of Education regulations and with the Family Educational Rights and Privacy Act. School district employees shall abide by the Student Educational Records Policy.

Parents of students in the Sto-Rox School District and students who have attained the age of 18 have the right to a copy of the District's records policy and the right to inspect and obtain copies of records by contacting the building principal. The principal has 30 days to respond to a written request for copies of the records. For further details, obtain a copy of the records policy from the school principal.

If students transfer to another school system, educational records will be forwarded upon written request from that school. A high school transcript will be released to post-secondary educational institutions, or prospective employers only upon the parent's or student's written authorization.

Each parent has access to his/her child's records unless the school district has received a copy of a court order which limits access. This regulation holds even if only one parent has custody of the child.

Types of records:

Directory Information Categories:

- * Student's name, address, phone number, date, photograph, place of birth
- * Awards won and offices held
- * Major areas of study
- * Participation in officially recognized activities and sports
- * Post high school endeavors
- * Recognition of achievements in academic and non-academic areas of endeavors
- * Recognition of graduating seniors
- * Weights and heights of athletes

The parent or eligible student may refuse to permit the designation of any or all of these categories by notifying the principal within 30 days of the publication and distribution of this notice.

Health Records: Vision, hearing, specific health conditions and immunization records.

Academic and Attendance Records: Grades, and general achievement or ability test results.

Special Education Records: School districts are required to annually notify parents that a file is maintained for students receiving special education programming and services. The school principal is responsible to ensure that the collection, maintenance and storage of information are in accordance with state and federal regulations. Parents and other persons or agencies required by law have access to this file.

Parents and eligible students who have attained the age of majority have the following rights:

- * The right to review, inspect and obtain a copy of the records.
- * The right to challenge the contents of the records with intent of removal or edit factual accuracy.
- * The right to refuse individual consent, where that permission is needed for releasing certain information by the Sto-Rox School District.

Prior to the destruction of personally identifiable information, the school district will send written notification to the parents. Parents shall also be informed of their rights to receive a copy of the material to be destroyed.

Special Education File: Location

The building in which the student receives special education instructional services as well as in the Pupil Services office. The file is separate from the regular school file. Contents: relevant special education data, identifying psychological and academic reports, other data pertinent to the student's special education placement or handicapping condition.

Parents' Right to Know

Parents have the right to ask for the following information about their children's classroom teachers or paraprofessionals:

- * Whether the teacher is properly certified by the PA Dept. of Education for the grades and subjects he/she teaches.
- * Whether the teacher is teaching under emergency or other provisional status in which PA licensing criteria have been waived.
- * Whether the teacher has any baccalaureate degrees or advanced degrees and the subject of the degrees.
- * Whether the child is provided services by paraprofessionals and if so their qualifications.

If you would like to receive specific information about your child's teacher or paraprofessional, please contact your school principal. Our district is fully committed to the success of your child. We appreciate your partnership in our efforts to provide the best education for your child.

Child Identification Activities

The Sto-Rox School District employs the following procedures for locating, identifying and evaluating the needs of school-aged students requiring special programs and/or services. As mandated by School Code, the district routinely conducts screenings of a child's hearing acuity and visual acuity. Screening for speech and language skills is on an ongoing basis by referring children to the therapist. Gross motor and fine motor skills, academic skills and social/emotional skills are assessed by classroom teachers and support staff on an ongoing basis. Building level meetings are held to conduct various ongoing screening activities which include: review of group-based data, such as enrollment and health records, report cards, ability and achievement test scores. Needs identified from these sources, as well as information from parents and agencies are assessed, noted within the student's records, and discussed with parents.

If appropriate, the child screening team recommends interventions to be implemented by the instructional staff or to document the need for further evaluation. If it is determined that a student may be eligible for special education, the student is referred for a multidisciplinary team evaluation. After parent permission is received and the evaluation is completed, an evaluation report is prepared with parent involvement. The report includes specific recommendations for the types of intervention necessary to meet the needs of the student.

When the multidisciplinary team's evaluation report is completed and in accordance with state regulations, an IEP Team meeting including parental involvement is scheduled to develop an appropriate Individualized Education Plan (IEP) for the student. Parents/guardians of students who suspect that their child is exceptional and in need of special education services may request a multidisciplinary team evaluation of their child by submitting a written request to the building principal.

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, require specially-designed instruction, and meet eligibility for mentally gifted and/or one or more of the following physical or mental disabilities as set forth in state and federal regulations; autism/pervasive developmental disorder, blindness/visual impairment, deafness/hearing impairment, intellectual disabilities, multi-handicap, neurological impairment, physical disability, emotional disturbance, specific learning disability, speech/language impairment, and other health impairment.

Services designed to meet the needs of eligible students include supportive intervention in the regular class, supplemental in the regular class or in a special education resource room, placement in a part-time or full-time special education class in a regular school or placement in a full-time special education program outside of the regular school. The extent of special educational 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 specific interventions. The school district also provides related services, such as transportation, speech and language therapy, physical therapy and occupational therapy that are required to enable the student to derive educational benefits.

Prior to the initiation of services, parents are presented a "Notice of Recommended Educational Placement" (NOREP) with which they may agree or disagree. If parents disagree with the program being recommended, they have the right to request a pre-hearing conference, mediation, or/or a due process hearing. Copies of the Procedural Safeguards Notice are issued when Permission to Evaluate/Reevaluation Forms are sent to parents and at each IEP Team meeting. The school district also provides program services for students identified as being mentally gifted, K-12. Any questions or concerns, please feel free to contact the Director of Student Services at 412-771-3213.

Early Intervention:

Children who will be at least 3 years of age by September 1st and are suspected to have a disability in one or more of the following areas may be eligible to receive Early Intervention Services: Physical Development, Cognitive and Sensory Development, Learning Problems, Speech/Language Development, Social/Emotional Development, other significant health impairment. Parents can contact Project DART, Allegheny Intermediate Unit at 412-394-5816.

Chapter 15 (504) Notice

The Sto-Rox School District complies with the requirements of Section 504 of the Rehabilitation Act and its implementing regulations for all students with known handicapping conditions. Section 504 and its accompanying regulations protect otherwise qualified handicapped students who have physical, mental or health impairment from discrimination because of those impairments. The law and its regulations require public educational agencies to ensure that these students have equal opportunity to participate in the school program and extracurricular activities to the maximum extent appropriate. School districts are required to provide these students with aids, services, and accommodations that are designed to meet the educational needs of the students as adequately as the needs of non-handicapped students are met. These aids, services and accommodations can include, but are not limited to, special transportation, modified equipment, and adjustments in the student's instructional program or the administration of needed medication.

STATEMENT OF RECEIPT OF HANDBOOK

I, _____ (name of student), have received the Student Handbook for 2023-2024 school year, and I have been informed that all Board policies are available on the District website at www.srsd.k12.pa.us.

Student Signature

Parent Signature

Date

Date

PERMISSION TO PUBLISH PHOTOGRAPHS

Throughout the school year, the Sto-Rox School District would like to use photographs and/or videos to highlight student accomplishments. Several places that we may use photographs and/or videos include: **hallways, slideshow presentations, yearbook, newspaper articles, and the District website.** **IF THIS FORM IS NOT RETURNED SIGNED, IT IS ASSUMED THAT IT HAS BEEN READ, UNDERSTOOD, AND YOUR PERMISSION is GIVEN.**

____ I give my permission to the Sto-Rox School District to publish my son/daughter's photo.

____ I do not give my permission to the Sto-Rox School District to publish my son/daughter's photo.

Parent's name: _____

Parent's signature: _____

Date: _____

**** DETACH THIS FORM AND RETURN TO HOMEROOM TEACHER ****

NETWORK AND INTERNET ACCESS: STUDENT CONSENT AND WAIVER

I, _____, _____ (name of student) agree to the following:

1. My use of the Sto-Rox School District’s network must be consistent with the District’s primary goals.
2. I will not use the Sto-Rox School District network for illegal purposes of any kind.
3. I will not use the Sto-Rox School District network to transmit threatening, obscene, or harassing materials. The District will not be held responsible if I participate in such activities.
4. I will not use the Sto-Rox School District network to interfere with or disrupt network users, services, or equipment. Disruptions include, but are not limited to, distribution of unsolicited advertising, propagation of computer viruses, or using the network to make unauthorized entry to any other machine accessible via the network.
5. It is assumed that information and resources accessible via the Sto-Rox School District network are private to the individuals and organizations which own or hold rights to those resources and information unless specifically stated otherwise by the owners or holders of rights. Therefore, I will not use the Sto-Rox School District network to access information or resources unless permission to do so has been granted by the owners or holders of rights to those resources or information.

Student Signature

Parent Signature

Date

Date

NOTE: NO student will be permitted to use the internet without a dated permission form signed by both the parent and the student.

**** DETACH THIS FORM AND RETURN TO HOMEROOM TEACHER ****