INTRODUCTION

This handbook has been compiled for the purpose of clarifying school policies regarding the operation of the Hopewell Area School District’s elementary schools.

These policies provide the framework for an excellent, smooth-running educational experience for your children.

Parents, please take the time to read this handbook and go over the rules with your children so that we will all understand how our schools are organized. Having this understanding will maximize the learning experience for your child. Parents are encouraged to contact their child’s teachers, and, if needed, the elementary principal, when a question arises.

Please remember that students are not to be dropped off at school before 8:30 a.m. due to a lack of supervision prior to this time. This request is made with the safety of your child in mind.

Please be aware that parents are not permitted in the halls or in the classrooms without authorization, and all visitors must have a pass issued by the office to enter the buildings. It is also important to note that there will be no phone calls transmitted to teachers or students during the course of the school day. However, cases of extreme emergency will be the exception.

We, the staff and faculty of the elementary schools, are here to help and guide you in promoting the health and safety of the students in the elementary buildings, and your cooperation in these matters is greatly appreciated.

Thank you - and best wishes for a happy and successful school year!

The Hopewell Area School District Elementary Principals

Mrs. Korri M. Kane - Principal
Mr. Robert J. Karchyak - Assistant Principal

Hopewell Elementary
Margaret Ross Elementary
Independence Elementary
Dear Parents/Guardians:

The administration and staff of the Hopewell Area Elementary Schools thank you for supporting our past efforts to provide your children with a quality education, and we are again seeking your continued support during the 2015-2016 school year.

Each of your children has been issued this Student Handbook explaining the rules and policies of the elementary buildings in the district. Please take some time to read and review the contents of this book and share the information with your children so they too might understand what is expected. Our goal is to unite home and school to provide learning opportunities for students in a safe, non-distracting classroom environment. Students, parents/guardians, and the school are all part of the team that will implement these district policies.

To make sure that you have received the handbook and have reviewed the contents with your child, we are asking you to sign the bottom of this sheet and return it to your child's teacher within the next 5-7 school days.

Please do not hesitate to contact the building principals or the office staff if you have any questions regarding the contents of this handbook. Welcome back to the 2015-2016 school year!

Sincerely,

Mrs. Korri Kane, Principal Hopewell Elementary
Mr. Robert Karychak, Assistant Principal Independence Elementary Margaret Ross Elementary

I have received, read, and reviewed with my child the contents of this Elementary Student Handbook that explains the building and district rules and policies. My signature acknowledges that I have been informed of and understand each area listed in the table of contents with an *. The policies are in regard to:

Attendance* Controlled Substances and Weapons Policies* Discipline* Health Services*

Student Signature: _____________________________ Date: _____________________________
Parent Signature: _____________________________ Date: _____________________________
Guardian Signature: _____________________________ Date: _____________________________

This page is perforated – please tear out and return to your child's teacher.
# TABLE OF CONTENTS

**Introduction:**
Parent Acknowledgement Letter (Please read, sign, and return to school.)

<table>
<thead>
<tr>
<th>Section</th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td>Hopewell Area School District Mission Statement</td>
<td>1</td>
</tr>
<tr>
<td>2015-2016 School Calendar</td>
<td>2</td>
</tr>
<tr>
<td>Enrollment in the District</td>
<td>3</td>
</tr>
<tr>
<td>Admission of Students</td>
<td>3</td>
</tr>
<tr>
<td>Eligibility of Non-Resident Students</td>
<td>4</td>
</tr>
</tbody>
</table>

**Academics:**

<table>
<thead>
<tr>
<th>Section</th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td>Kindergarten</td>
<td>4</td>
</tr>
<tr>
<td>First Grade</td>
<td>5</td>
</tr>
<tr>
<td>Second Grade</td>
<td>6</td>
</tr>
<tr>
<td>Third Grade</td>
<td>7</td>
</tr>
<tr>
<td>Fourth Grade</td>
<td>7</td>
</tr>
<tr>
<td>Assessment of Student Progress</td>
<td>8</td>
</tr>
<tr>
<td>Grading and Report Cards</td>
<td>8</td>
</tr>
<tr>
<td>Reporting Student Progress</td>
<td>9</td>
</tr>
<tr>
<td>Promotion and Retention</td>
<td>9</td>
</tr>
<tr>
<td>Homework</td>
<td>10</td>
</tr>
</tbody>
</table>

**Attendance:**

<table>
<thead>
<tr>
<th>Section</th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td>Attendance</td>
<td>10</td>
</tr>
<tr>
<td>Truancy</td>
<td>11</td>
</tr>
<tr>
<td>Homebound Instruction</td>
<td>11</td>
</tr>
<tr>
<td>Vacations</td>
<td>11</td>
</tr>
<tr>
<td>Vacation Request Form</td>
<td>12</td>
</tr>
<tr>
<td>Excuse/Dismissal Form</td>
<td>13</td>
</tr>
</tbody>
</table>

**Discipline:**

<table>
<thead>
<tr>
<th>Section</th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td>Student Code of Conduct</td>
<td>14</td>
</tr>
<tr>
<td>Cafeteria Rules</td>
<td>18</td>
</tr>
<tr>
<td>Bus Rules</td>
<td>18</td>
</tr>
<tr>
<td>Consequences for Bus Violations</td>
<td>18</td>
</tr>
<tr>
<td>Rules of Conduct for Students Riding School Buses</td>
<td>19</td>
</tr>
</tbody>
</table>

**Communication:**

<table>
<thead>
<tr>
<th>Section</th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td>Communication</td>
<td>20</td>
</tr>
<tr>
<td>Voice Mail</td>
<td>20</td>
</tr>
<tr>
<td>Parent-Teacher Conferences</td>
<td>20</td>
</tr>
<tr>
<td>CSIU SIS Parent Portal</td>
<td>20</td>
</tr>
<tr>
<td>Online Communications Registration</td>
<td>20</td>
</tr>
</tbody>
</table>

**Health Services:**

<table>
<thead>
<tr>
<th>Section</th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td>Health Services</td>
<td>21</td>
</tr>
<tr>
<td>Health Room Regulations</td>
<td>21</td>
</tr>
<tr>
<td>Health Records</td>
<td>21</td>
</tr>
<tr>
<td>Accident Reports</td>
<td>22</td>
</tr>
<tr>
<td>Immunizations</td>
<td>22</td>
</tr>
<tr>
<td>Pennsylvania Regulations Regarding Communicable Diseases</td>
<td>23</td>
</tr>
</tbody>
</table>
Health Services (continued):*
Pennsylvania State-Mandated Screenings 24
Use of Medications 24
Possession/Use of Asthma Inhalers and Epinephrine Auto-Injectors 25
Medication Administration Consent Order Form 27
Private Dental Report Form 29
Private Physical Report Form 30

PTA and Volunteer Information:
2015-2016 PTA Officers 34
Volunteer Eligibility Requirements 35
Confidentiality Statement for Volunteers 36
Pennsylvania Child Abuse History Clearance Form 37
Request for Criminal Record Check Form 39

Procedures and Routines:
Transportation 40
Telephone Use 40
Recess 40
Cafeteria 41
School Closings 41
Visitors 41
Care of School Property 41
School Dress 42
Fire Drills 42
Library Services 42
Lost and Found 42

Student Support Programs:
Educational Support Services 42
RTII Process for Grades K-4 43
Learning Support 43
School Counseling Services 44
Speech and Language Support 44
Gifted Support 44
ESL (English as a Second Language) 45
Title I Support 45
Homebound Instruction 46

School Board Policies:
Weapons* 47
Terroristic Threats/Acts 47
Controlled Substances/Paraphernalia* 48
Electronic Devices 49
Unlawful Harassment 50
Bullying/Cyber Bullying 52
Homeless Students 53

Special Education Services:
Confidentiality and Notice for Directory Information 54
HIPAA 56
**Special Education Services (continued):**

<table>
<thead>
<tr>
<th>Topic</th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td>Student Rights Regarding Surveys</td>
<td>56</td>
</tr>
<tr>
<td>Notice of Nondiscrimination</td>
<td>57</td>
</tr>
<tr>
<td>No Child Left Behind Act of 2001</td>
<td>57</td>
</tr>
<tr>
<td>Public Notice on Screening and Evaluation</td>
<td>57</td>
</tr>
<tr>
<td>Special Education Programs for Students with Disabilities and Gifted Students</td>
<td>59</td>
</tr>
<tr>
<td>Services for Students in Nonpublic Schools</td>
<td>60</td>
</tr>
<tr>
<td>Services for Preschool Children</td>
<td>60</td>
</tr>
<tr>
<td>Protected Handicapped Students Public Notice</td>
<td>60</td>
</tr>
<tr>
<td>Surrogate Parent</td>
<td>61</td>
</tr>
<tr>
<td>Homeless Children and Youth Act</td>
<td>61</td>
</tr>
<tr>
<td>Migrant Student Education</td>
<td>61</td>
</tr>
<tr>
<td>Mode of Communication</td>
<td>62</td>
</tr>
<tr>
<td>Special Education Department</td>
<td>62</td>
</tr>
</tbody>
</table>
HOPEWELL AREA SCHOOL DISTRICT MISSION STATEMENT

The mission of the Hopewell Area School District, unified from three townships and dedicated to excellence, is to guarantee all students the best possible education by utilizing quality resources, ultimately developing ethical citizens who are committed to their community and who are able to reach maximum potential.

Belief Statements:

1. Family support and encouragement are primary influences in the development of the individual.

2. The development of personal potential is influenced by a sense of self-worth.

3. Learning is a lifelong process.

4. The student, family and community all share responsibility for learning.

5. All people have intrinsic worth.

6. Adaptability, supported by critical evaluation, is essential for functioning in a changing world.

7. All individuals have the right to be treated with respect and dignity.

8. Ethical behavior is essential.


10. Understanding and applying current technology is vital across all aspects of learning.

11. High expectations promote excellence.
ENROLLMENT IN THE DISTRICT

As per School Board policy (October 28, 2008), school age students eligible to attend district schools, according to Board policy, laws, and regulations shall be enrolled for school.

School age shall be defined as the period from the earliest admission age for the district's kindergarten program until graduation from high school or the end of the school term in which a student reaches the age of twenty-one (21) years, whichever occurs first.

The district of residence shall be defined as the school district in which a student's parents/guardians reside, and school age students shall be entitled to attend the schools of the district of residence.

The district shall normally enroll a school age, eligible student the next business day, but no later than five (5) business days after application, and will not enroll a student until the parent/guardian has supplied proof of the student's age, residence, and immunizations required by law. Homeless students will be immediately enrolled, even if the parent/guardian is unable to produce the required documents, in accordance with Board policy, laws and regulations, and shall not inquire about the immigration status of a student as part of the enrollment process.

When a parent/guardian of a student resides in a different school district, the student may attend school in the district of residence of the parent with whom the student lives for a majority of the time, unless a court order or court approved custody agreement specifies otherwise.

If the parents of a student share joint custody and time is evenly divided, the parents may choose which of the two (2) school districts the student will enroll in for the school year.

ADMISSION OF STUDENTS

As per School Board policy (October 28, 2008), the School Board has established requirements for the admission of beginning students which are consistent with law and regulations.

First grade students are “beginners” entering the lowest grade of the primary school above the kindergarten level. A “beginner” is eligible for admission to first grade if he/she has attained the age of six (6) years by August 31st.

The Board may admit as a “beginner” a child who is five (5) years old and demonstrates readiness for entry by the first day of the school term, upon the written request of the parent/guardian, recommendation of the school psychologist, and approval of the Superintendent.

The Board is not required to admit, as a “beginner”, any child whose age is less than the district’s established admission age for “beginners”.

A kindergarten child is eligible for admission to kindergarten if he/she has attained the age of five (5) years by August 31st and parents/guardians must submit proof of age, residency, and required immunizations.
ELIGIBILITY OF NON-RESIDENT STUDENTS

As per School Board policy (October 28, 2008), the Board may permit the admission of non-resident students in accordance with Board policy. This will require that legal documentation showing dependency or guardianship or a sworn statement of full residential support be filed with the Board Secretary before an eligible non-resident student may be accepted as a student in the district.

The Board may require additional, reasonable information to substantiate a sworn statement in accordance with guidelines issued by the Department of Education. However, if the sworn statement of residential support is found to be false, the student shall be removed from school. Opportunities for appeal are acceptable in accordance with Board Policy 906, Public Complaints.

The Board will not be responsible for the transportation to or from school for any non-residential student residing outside of the school district boundaries.

Tuition rates shall be determined in accordance with the statutes and tuition shall be charged monthly, in advance of attendance.

Children placed in the home of a district resident by a court or government agency shall be admitted to the district schools and shall receive the same benefits and be subject to the same responsibilities as resident children.

A child who is living in or assigned to a facility or institution for the care or training of children that is located within this district is not a legal resident of the district by such placement; but he/she shall be admitted to the district schools, and a charge shall be made for tuition in accordance with the statutes.

Any non-resident student who applies for admission when school opens in September and who will become a resident student by November 1st of the same school year, shall be admitted tuition free for the months of September and October. In the event that the student does not become a resident student until after November 1st, tuition shall be charged for all time enrolled since September. All costs related to transportation shall be the parent/guardian’s responsibility.

KINDERGARTEN

Kindergarten is a rewarding experience and the most important year in your child’s school life.

Kindergarten children are inquisitive, always asking why. They are eager, active, and always ready to try new things. Their creativity is boundless and they attack life and tasks with energy and enthusiasm. Our job is to guide and help them to develop the skills, self-reliance, and the understanding of concepts of themselves and the world around them. We teach with love, involving the children in activities that will open doors to learning new ideas.

Kindergarten children will experience a curriculum that offers an enriched learning environment in Reading, Language Arts, Math, Science, Social Studies, Music, Art, Library Science, Computers, and Physical Education.

They will learn to listen and participate in reading activities that will not only stimulate their imaginations but will also help them to develop an appreciation for literature.
They will participate in a Language Arts program that will encourage them to develop their communications skills.

The Math program will help them to learn number concepts from 0 to 30, basic geometry, measurement, patterns, and thinking skills related to math.

In Science class their curiosity will be stimulated through investigations, exploration, and observations in the Science classroom with kits such as Animals 2 by 2 and Fabric.

Social Studies will encourage the children to learn about themselves and their relationships to their environment, and help them to recognize and understand that the past is a link to the present and future.

Homework may be assigned and should be returned the day the child returns to school. If assigned, all papers should be colored in their entirety and any printing or writing should be done in pencil with adult supervision. We ask that the parent help their children to understand the directions and instill a pride in their work by encouraging them to do their best.

**FIRST GRADE**

First grade is full of important changes in a child’s world. It is a time when basic reading, writing, and mathematical skills must be mastered. It is a time when a child is faced with a big responsibility. Fortunately, most first grade children are naturally curious and very eager to learn. They respond well to praise and encouragement, and are generally active participants in class discussions and activities. First grade students are eager to learn and read. The best way that parents can prepare their child for reading is to read to them.

The Language Arts program for first grade students incorporates reading, writing, spelling and grammar; it is comprised of all the essential learning tools that students need to become literate adults. The Hopewell Area School District uses the McGraw-Hill Wonders reading series. In reading, the emphasis is on phonemic awareness, phonics, listening skills, and strategies that teach learning to read. There is also an emphasis on increasing vocabulary; expressing ideas through words and pictures; and connecting reading enrichment through Science and Social Studies.

The Everyday Math program is used at the elementary level to enable children to learn more mathematical content and become math thinkers. The key components of the Everyday Math program are to solve problems using everyday situations; develop concepts through hands-on explorations and activities; practice through math games; and provide an on-going review of skills that were previously taught. First grade students will focus on things like counting up and back; skip counting; telling time to the nearest hour and half-hour; understanding coin values; solving simple number story problems; and completing beginning fractions.

First graders are exposed to several community related things in Social Studies. Some topics covered include communities, holidays, and Citizenship Day. The first grade science program consists of ASSET kits for Solids and Liquids; and Weather. There is also a FOSS kit on Pebbles, Sand, and Silt.

First grade students have 4 special classes during the school year – they are: Art, Physical Education, Music, and Library. In Art class they will become aware of architectural types, clothing, drawing, painting, collage making, and sculptures.
Physical education classes use a variety of basic and advanced movement forms such as running, skipping, hopping, galloping, and sliding. Students learn control in travel activities; balance and control skills; and play soccer and kickball.

Children in the first grade are introduced to a variety of books in their Library classes. They include fairy tales; easy reading; fiction and non-fiction; they also learn about the important roles the author and the illustrator play in telling a story.

Music is focused on music movement, playing instruments, and singing. They demonstrate their musical talents at special performances throughout the school year.

SECOND GRADE

Second grade students are natural explorers. They are still learning basic skills in language and math, but are beginning to apply those skills to their world. They are able to take on responsibilities such as weekly homework. They are still little children who love to read and have their hundreds of questions answered.

The Reading/Language Arts program for grade 2 is the McGraw-Hill Wonders reading series. It incorporates reading, writing, spelling, and grammar, and is comprised of all of the essential learning tools that students need to become literate adults. There is an emphasis on phonemic awareness, phonics, listening skills, increasing vocabulary, oral fluency, and comprehension.

The Everyday Math program focuses on solving problems using various situations and activities. Students will learn about basic number operations, measurement in inches and centimeters, place value, telling time to the nearest hour and half-hour, understanding coin and bill values, solving number stories, writing and ordering numbers, basic geometry, fractions, beginning multiplication facts, and graphing.

Science is introduced in second grade with a focus on the areas of life, earth, and physical science. Students learn through inquiry. They study the life cycle of certain animals and plants. Balance and motion, as well as physical and chemical changes will be studied through hands-on investigations done using a Foss Science Kit. Students will also study the environment and ecology through activities from Project Learning Tree.

Social Studies explores citizenship, learning how people work together, and how people attach meaning to what happened in the past and its effect on us today. The holidays are taught as they occur throughout the year using the Scholastic News magazine. Map skills are also taught.

In Music class, grade two students learn about the lines and spaces of the treble clef. Physical Education classes include lessons on nutrition and being physically active for life. In Library they are introduced to the well-known authors and Caldecott Medal winners, and use a wide variety of alphabet, counting, shape, and color books to increase reading ability and creativity levels. Art classes will expose students to visual elements such as lines, colors, shapes, and textures. They will draw, paint, make a collage, and do some sculpturing.

Second Grade is a fun year and one that challenges the students to be independent readers and workers.
THIRD GRADE

In grade three children begin to experience a most challenging curriculum. They are making a transition from learning to read to reading to learn. Great importance is placed upon listening skills, following directions, written expression, and developing responsibility and accountability. In grade three children are also required to meet the demands of the PSSA performance assessment.

Language Arts provides a strategy based program that teaches reading as a process of constructing meaning. Students will demonstrate their story comprehension by summarizing, predicting, comparing and contrasting, using cause and effect, and making inferences. As they progress toward grade four, the focus shifts toward reading to learn. Various types of genres add interest, while helping students to read fluently, increase vocabulary development, and use strategies to improve reading comprehension.

The Everyday Math program at this grade level focuses on interpreting data and graphing, increasing knowledge of place value, time, and addition and subtraction with renaming. Students will learn their multiplication facts and develop a basic understanding of algebra and geometry concepts.

Science emphasizes units of study relating to earth, life, physical, and space sciences. Hands-on lessons and field trips enhance the students’ studies.

The Social Studies curriculum provides an understanding of how communities live and work together. Comparisons are made between colonial times and present day life. Geography and map skills are emphasized, and the children are taught to complete a study guide for each lesson, study for standardized book tests, and competently answer short essay questions.

Art, Music, Library, and Physical Education are all part of the enrichment courses the students in grade three are exposed to during the school year. They will study color, line, shapes, textures and patterns in Art; learn about percussion and rhythm instruments in Music; learn how to use the library’s on-line catalog to find the books they want in Library class; and test their motor and balance skills in Physical Education classes.

FOURTH GRADE

The fourth grade program opens the door to learning, and further stimulates the child’s mind. The primary goal in fourth grade is to guide and encourage each child to explore, discover, observe, manipulate, express, and experiment with the avenues of learning; along with encouraging the independent learning process.

In the Language Arts program they will shift toward reading to learn. Various types of genres add interest while helping students to read fluently, increase vocabulary, and use strategies to improve reading comprehension. Students are also given extensive instruction, guidance, and cumulative practice to develop as independent readers and writers.

Science explores both earth and life sciences. Other concepts that are explored focus on animal and plant adaptations; ecology; nutrition and digestion; and electricity. Students at this grade level are also expected to perform on the PSSA Science Assessment.

In Social Studies class the student will broaden his/her awareness of the uniqueness of the country they live in and its history; geographic features and cultural heritage; as well as global exploration of countries around the world. They will also explore the US Constitution and its structure while taking an in-depth look at our home state, Pennsylvania.
Fourth grade students will also have classes in Art, Music, Library, and Physical Education. In Art class they will learn about shapes, textures, and patterns. In Music they will focus on singing and using rhythm instruments. Physical Education classes offer a variety of loco-motor activities such as volleyball, hockey, basketball, and kickball. In Library, they will perfect their library catalog skills and learn about reference sources and the Dewey decimal classification system.

ASSESSMENT OF STUDENT PROGRESS

As per School Board policy (October 28, 2008), the assessment of student progress will be as follows:

1. Assessment shall measure and record student achievement that enables the student and parents/guardians to understand and evaluate a student's progress toward attaining educational goals and standards.

2. Instructional programs shall include a system of assessing all students' academic progress and shall include descriptions of how achievement of academic standards will be measured.

3. Assessments shall include a variety of assessment strategies which may include:
   - Written work by students.
   - Scientific experiments conducted by students.
   - Demonstrations, performances, products or projects by students related to specific academic standards.
   - Examinations developed by teachers.
   - State (PSSA, PSSA-M, and PASA) tests.
   - Evaluations of student portfolio work.
   - Other grade level appropriate assessment methods at the elementary level such as DIBELS, Aims Web, Holistic Reading, and Quarterly Math assessments.

GRADING AND REPORT CARDS

The elementary school report card includes a nine (9) week evaluation period for grades 1-4 and report cards will be issued every nine (9) weeks. The kindergarten students will receive report cards three (3) times per year.

Grades 1-4 are graded on the following scale:

A = 90-100 %   B = 80-89 %   C = 70-79 %   D = 60-69 %   E = 0-59 %

The Kindergarten students are graded on the following scale:

A = Achieved   M = Making Progress  N = Needs Improvement   * = Not evaluated at this time

Expected Student Academic Behaviors are defined on each report card as follows:

O = Outstanding   S = Satisfactory   N = Needs Improvement   ✔ = Area of weakness
REPORTING STUDENT PROGRESS

As per School Board policy (October 28, 2008), the following shall apply regarding the reporting of student progress:

1. The Board acknowledges the school’s responsibility to keep parents/guardians informed of student progress.
2. Staff members will be responsible to report academic progress using a variety of methods that include progress reports, report cards, and parent/guardian conferences with teachers.
3. Scheduling of parent-teacher conferences should occur at times that ensure the greatest degree of participation by parents/guardians.
4. Report cards shall be issued at intervals of not less than nine (9) weeks.
5. Review and evaluation of methods of reporting student progress to parents/guardians shall be conducted on a periodic basis.

PROMOTION AND RETENTION

As per School Board policy (October 28, 2008), promotion and retention is defined as follows:

The Board recognizes that the emotional, social, physical and educational development of students will vary and that students should be placed in the educational setting most appropriate to their needs. The district will establish and maintain high standards for each grade and monitor student achievement in a continuous and systematic manner.

The Board establishes that each student shall be moved forward in a continuous pattern of achievement and development that corresponds with the student’s development, the system of grade levels, and attainment of the academic standards established for each grade.

A student shall be promoted when she/he has successfully completed the curriculum requirements and has achieved the academic standards established for the present level, based on the professional judgment of the teachers and the results of assessments. A student shall earn the right to advance to the next grade by demonstrating mastery of the required skills and knowledge.

The recommendation of the teacher will be required for promotion or retention of a student and the building principal will have the final responsibility for determining the promotion or retention status of each student.

In cases of retention, the parents/guardians will be fully involved and informed throughout the process.
HOMEWORK POLICY

As per School Board policy (October 28, 2008), the purpose of homework assignments should be to:

1. Foster the principle that homework is a constructive tool to aid learning.
2. Review, reinforce and extend important classroom learning.
3. Prepare for classroom instruction.
4. Develop skills needed for independent work.
5. Stimulate initiative, creativity, and responsibility.
6. Teach planning of long-term projects and budgeting time.
7. Acquire good study skills, work habits, and techniques.
8. Enhance home/school communications.
10. Use school and community resources to develop research skills.

Homework is any work planned or approved by the teacher to be completed by the student outside of the regular classroom without the immediate and direct supervision of the teacher.

While the teacher is responsible for defining the specific role such study will play in the student’s education, the student and parents/guardians must also assume their responsibility.

Homework shall complement classroom instruction and be planned and evaluated with respect to its purpose, appropriateness, and completion time. The demand of homework upon the student’s time shall be consistent with the best interests of the student in regard to other valuable experiences to be gained outside of school.

Homework will not be assigned as a form of punishment.

ATTENDANCE

The School Board requires that school age students enrolled in the district schools attend school regularly, in accordance with the state laws. The educational program offered by the district is predicated upon the presence of the student and requires continuity of instruction and classroom participation for the achievement of high academic standards.

Attendance is required of all students enrolled in the district schools during the days and hours that school is in session. There are, however, times when students are not in school and the Board considers the following conditions to constitute reasonable cause for absence from school:

1. Illness (of the student)
2. Quarantine
3. Recovery from an accident
4. Required court attendance
5. Death in the family
6. Family educational trips and tours
Absences shall be treated as unlawful until the district receives a written excuse explaining the absence, to be submitted within three (3) days of the absence.

All absences occasioned by observance of the student’s religion on a day approved by the Board as a religious holiday shall be excused. A penalty shall not be attached to an absence for a religious holiday.

A written request from the parents/guardians asking for a release from attendance for a student participating in a religious instruction program will be acknowledged by the Board. Such instruction shall not exceed more than a 36-hour absence from school and the school must be informed, in writing, of the child’s attendance record in the instructional program.

The Board will recognize other justifiable absences for part of the school day. These shall include medical or dental appointments, court appearances, family emergencies, and other urgent reasons.

**TRUANCY**

Truant behaviors deemed to be excessive can result in a citation from the magistrate for a violation of the state attendance policy. All truancy situations shall be reported to the Beaver County Truancy Abatement Office for investigation.

**HOMEBOUND INSTRUCTION**

If a child is to be absent for an extended period of time due to illness or injury, he/she will be eligible for homebound instruction. Please refer to the STUDENT SUPPORT PROGRAMS section for further information.

**VACATIONS**

Subject to the conditions and requirements regarding student attendance, each principal may approve requests for student vacations during the school year in accordance with the following terms:

1. Requests must be submitted on the district’s approved Vacation Request Form.

2. Total vacation days (school days) cannot exceed ten days.

3. The Vacation Request Form must be submitted to the office of the principal a minimum of three days in advance of the beginning vacation date or it will be considered unexcused or illegal.

4. Vacation time will be counted towards the twenty day or thirty day attendance policy but listed as legal absences.

5. The student requesting vacation authorization must have each teacher initial his/her approval for each content area.
**Hopewell Area School District**
2354 Brodhead Road
Alquippa, PA 15001
724-375-6691

**Vacation Request Form**

Student's Name ___________________________ Grade ________ Homeroom ________
Vacation Begins (MM/DD/YY) _____________ and Ends (MM/DD/YY) _______________

Total School Days ________

Reason for ________

(No student will be approved beyond a total of 10 days for the school year)

Parent/Guardian's Signature ___________________________ Date __________

Subject to the conditions and requirements regarding student attendance and academic progress, each principal in his/her sole discretion may approve requests for student vacations during the school year.

Request for excused absence is:  
☐ Granted  ☐ Not Granted

Reason(s):
☐ Absenteeism has been habitual
☐ Poor academic performance
☐ The request is not proper or timely

All schoolwork must be completed including assignments, exams, mid-terms and final exams before absence, or within three (3) days upon return to school. Work that has not been completed within the time frame indicated will not receive credit. Compliance is the responsibility of both student and parents. Students are to obtain make up work from teachers (see back side of form).

Principal's Signature ___________________________ Date __________

Appeals of the Principal's determination may be forwarded to the Superintendent of Schools. The decision of the Superintendent shall be final.

---

This Vacation Request in its original form is a half sheet. The section shown below is on the back of the form.

Prior to submitting form to principal, please obtain signatures from all classroom teachers indicating they are aware of your vacation request and your request for make up work.

<table>
<thead>
<tr>
<th>PERIOD</th>
<th>TEACHER SIGNATURE</th>
<th>COMMENTS/CONCERNS WITH REQUEST</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td></td>
<td></td>
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<tr>
<td>2</td>
<td></td>
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<td>3</td>
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<td>7</td>
<td></td>
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<tr>
<td>8</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
HOPEWELL AREA ELEMENTARY SCHOOLS

HOPEWELL ELEMENTARY  □  INDEPENDENCE ELEMENTARY  □  MARGARET ROSS ELEMENTARY  □

Student’s Name ________________________________ Date ______/_____/______

Grade/Teacher ____________________________________________________________

☐ will be picked up by ___________________________ at _____________ a.m./p.m.

☐ is late due to __________________________________________________________________________

________________________________________________________________________________________

☐ will be picked up at dismissal by __________________________________________________________

☐ is returning to school after an absence of ________________ days due to illness
   (Please attach a doctor’s excuse if applicable)

☐ other __________________________________________________________________________________

________________________________________________________________________________________

Parent/Guardian Signature: ________________________________________________________________

---

HOPEWELL AREA ELEMENTARY SCHOOLS

HOPEWELL ELEMENTARY  □  INDEPENDENCE ELEMENTARY  □  MARGARET ROSS ELEMENTARY  □

Student’s Name ________________________________ Date ______/_____/______

Grade/Teacher ____________________________________________________________

☐ will be picked up by ___________________________ at _____________ a.m./p.m.

☐ is late due to __________________________________________________________________________

________________________________________________________________________________________

☐ will be picked up at dismissal by __________________________________________________________

☐ is returning to school after an absence of ________________ days due to illness
   (Please attach a doctor’s excuse if applicable)

☐ other __________________________________________________________________________________

________________________________________________________________________________________

Parent/Guardian Signature: ________________________________________________________________ 13
Hopewell Elementary Schools
Code of Conduct

The Hopewell Area School District recognizes the importance of establishing clear and consistent disciplinary consequences for violations of district rules. Students are expected to demonstrate maturity, responsibility, consideration, as well as treating each other with dignity and respect.

Pursuant to School Board Policy (#218, 9/27/13), the Board finds that student conduct is closely related to learning and an effective educational program requires a safe and orderly school environment. The Board adopted a Code of Student Conduct to govern student discipline, and students shall not be subject to disciplinary action because of race, gender, color, religion, sexual orientation, national origin, or handicap/disability.

Each student must adhere to Board policies and the Code of Student Conduct governing student discipline, with the ultimate goal of providing students with a positive learning climate. Our school wide rules are:

1. We are safe
2. We are caring
3. We are respectful
4. We are responsible

The elementary student Code of Conduct is designed with enough flexibility so that teachers can exercise judgment which is within the scope of the Code, their classroom behavior management system, the student’s personal behavior monitoring system, or any behaviors in relation to off-campus activities.

The following pages define the level system used in the elementary disciplinary program.

*Depending on the severity of the incident, a “level one” referral is not always the first used.*
Level One Infractions

**Defined:** Refer to minor misbehavior on the part of the student that impedes or disrupts orderly classroom procedures or school operations. These infractions will be addressed by the appropriate school personnel as well as contacting parents/guardians. Administrative action will typically not occur with these misbehaviors.

**Examples But Not Limited To:**
- Disruptive Classroom/School Behavior
- Unauthorized presence in the building
- Failure to complete or carry out directions
- Possession of non-instructional items such as but not limited to: cell phones, iPod’s, laser pointers, gaming devices, cameras, video cameras
- Failure to return required forms, books, and other school materials
- Verbal harassment or bullying of others
- Running or shouting in the halls
- Dishonesty
- Inappropriate language

**Disciplinary Options:**
- Verbal or written reprimand
- Parental notification (email or phone call)
- Confiscation of non-instructional item
- Special Assignment (Reflective in nature)
- Loss of recess
Level Two Infractions

**Defined:** Misbehavior that is frequent or serious enough that it disrupts the learning climate of the school and/or endangers the health or safety of others. These infractions, which usually result from the continuation of Level One incidents require the intervention of administrative personnel because the prior consequences have failed to modify the behavior. Also included in this level are misbehaviors which do not represent a direct threat to the health and safety of others, but whose educational consequences once again require a corrective action on the part of administrative personnel.

**Examples But Not Limited To:**
- Continuation of Level One misconduct
- Abusive, obscene, or disrespectful language, writings, drawings, or gestures
- Forgery of any kind
- Bullying/Cyber Bullying
- Harassment
- Theft
- Vandalism
- Plagiarism/Cheating
- Hands-off violation
- Defiance of authority, disrespectful behavior to staff
- Inappropriate use of technology
- Throwing food/objects
- Field Trip/Assembly Misbehavior
- Bus misconduct

**Disciplinary Options:**
- Loss of recess
- Lunch Detention
- Failure of assignment
- Denial of other privileges
- Before school/After school detention
Level Three Infractions

**Defined:** Acts that are frequent or serious in nature that disrupts the learning environment of the school or acts that pose a threat or danger to the health, safety, or welfare of others in the school. These acts will require administrative actions which could result in the immediate removal of the student from the school and possible intervention of law enforcement authorities.

**Examples But Not Limited To:**
- Continuation of or extreme Level II misconduct
- Assault
- Fighting
- Verbal or Physical Threats
- Ethnic or racial slurs
- Sexual harassment
- Leaving school without permission
- Vandalism
- Indecent exposure
- Destruction of property
- Possession of a weapon
- Possession of drugs or alcohol
- Other violation of federal, state, or local laws

**Disciplinary Options:**
- Out of School Suspension
- Restitution
- Referral to outside agency
- Referral to policy or district magistrate
- Superintendent Notification
CAFETERIA RULES

1. Follow directions the first time given.
2. Stay in your assigned seat during lunch.
3. Use "quiet" talking voices.
4. Keep hands, feet, and objects to yourself at all times.
5. Eat only your own food.
6. Place all trash in the provided cans.
7. Line up quietly when being dismissed from the cafeteria.
8. Use good manners and appropriate language at all times.
9. Eat all of your lunch before buying a snack.

FIVE SCHOOL-WIDE BUS RULES

1. Listen to the bus driver at all times.
2. Use quiet voices and kind words at all times.
3. No eating or drinking on the school bus at any time.
4. Hands, feet, and objects shall be kept to yourself at all times.
5. Sit on your bottom – in your seat and face forward at all times.

CONSEQUENCES FOR BUS VIOLATIONS

- Written warnings by the bus driver
- Change of seat on the bus
- Suspension from riding the bus for a period from 1 day to 1 year depending on the nature of the violation and its severity
- Termination of bus riding privileges
RULES OF CONDUCT FOR STUDENTS RIDING SCHOOL BUSES

The following rules of conduct for students transported on school buses are for the safety of your children. School buses are considered an extension of school facilities. Student behavior on buses is expected to mirror that exhibited in the classroom. In those cases when students do not properly respond to reasonable corrective actions as directed by the bus driver, the Principal will administer further corrective action possibly resulting in denial of bus riding privileges, school suspension, or in extreme cases, civil citation. The following rules reflect the Pennsylvania Department of Transportation Rules and Regulations and are in the interest of your child’s safety.

1. Students should file onto buses, be seated, conduct themselves as ladies and gentlemen and exit from the buses in an orderly manner.
2. Seats will be lowest to highest grades, front to back. Exceptions: non-public school students and students having excessive disciplinary infractions will be assigned to front seats.
3. Seating assignments may be changed only with PRIOP express permission of the assigned bus driver and/or Principal.
4. Students must remain seated while the bus is in operation. When buses stop to discharge passengers, students shall remain seated until the bus comes to a complete halt and the door of the bus is opened.
5. Conversation on the bus is permitted so long as the voice volume is maintained at a moderate level and does not cause unnecessary distraction to the bus driver or students in other seats.
6. Windows and/or other equipment of buses may be operated only with prior express permission of the assigned bus driver.
7. Emergency doors at the rear of buses are to be operated only when it is necessary to vacate the bus during extreme emergencies.
8. The throwing of objects while waiting for, while aboard or while disembarking from the bus is forbidden.
9. Possession of firearms, knives, lighters, matches, firecrackers or other explosives, or any other devices that can impair the safety of the riders and/or the safe operation of the bus, is strictly forbidden.
10. Fighting, profane or obscene language, immoral conduct and/or insubordination to the authority of the bus driver while students are under the jurisdiction of the school are considered serious offenses and shall result in the immediate referral to assigned Principals for appropriate disciplinary action.
11. Students shall be responsible for the reasonable care of their assigned seating area while they are on the bus. Students are encouraged to routinely and casually inspect their seating area upon being seated so that they may report damage or defects to the bus driver for repairs and possibly avoid suspicion of their responsibilities for the damage.
12. Vandalism of school buses in any way will result in charges billed to parents/guardians.
   (Example: Bus seat covers cost approximately $25.00 to replace).
13. Students are expected to demonstrate proper respect for the position represented by the bus driver and to obey all reasonable rules, regulations and/or instructions of the bus driver.

NOTE: Students and parents/guardians may be asked to attend a Bus Safety Seminar for any bus violations.
COMMUNICATION

Communications may come home from school in several forms. Teachers may use a combination of homework sheets, teacher newsletters, teacher websites, weekly folders, and/or student planners.

VOICE MAIL

Each building and staff member has a voice mailbox. You may call (724) 375-6691 to either follow the prompts or dial the extension you wish to reach. Please leave a message stating who you are, why you are calling, a number and reasonable time that would be convenient to reach you. Voice mailboxes are checked daily except when there is a staff member absence for professional reasons or a malfunction.

PARENT - TEACHER CONFERENCES

When a question arises concerning the education of your child, parents should first arrange to have a conference with the teacher. This may be done by contacting the teacher by phone, sending an e-mail to the teacher, or sending a note with the child. If a question cannot be resolved through conscientious efforts with the teacher, parents are encouraged to call the elementary counselor or building principal regarding the nature of the situation.

CSIU SIS PARENT PORTAL

Hopewell Area School District is transitioning to the student information system (SIS) provided through the Central Susquehanna Intermediate Unit (CSIU). The district uses CSIU SIS to develop class schedules, take attendance, store grades, track discipline, produce report cards, and more. The Parent Portal provides parents with the opportunity to access up-to-the-minute grades their children are earning in each of their classes. In addition, the Parent Portal shows how many times students have been absent during the year, any projects or assignments that haven't been completed or are missing, and other school information that parents may find useful. The SIS Parent Portal, may be accessed from any location with Internet access. The application uses a secure link that encrypts the data to and from the end user and is very secure.

Parents using the Parent Portal will be able to access the system using one password to access all their student's records as well as update addresses, email information, contact information and emergency contact information through the Portal. Information will come from the District in late August or early September. Access to the SIS Parent Portal will be provided via a link from the District’s website, www.hopewellarea.org. Further instructions and FAQ's will be provided on the website.

ONLINE COMMUNICATIONS REGISTRATION

Our website (www.hopewellarea.org) offers the option to register for important communications such as school closings/delays via email and/or text message. In addition to these options you can also customize the webpage YOU see by creating a dashboard. You can choose to see only the events and announcements that affect your children all on the same page instead of looking at all the pages. To do this, click on the login and/or registration button located in the lower left hand corner of the district homepage and enter the appropriate information. Enter as many email address as you want as well as a phone number to receive the respective emails and text messages. See more at: http://www.hopewellarea.org/protected/ArticleView.aspx?id=50PU0l&dasi=4G22B#sthash.PmGIIPUB1.dpuf
HEALTH SERVICES

The purpose of the school health program is the prevention of illness and the promotion of health. It is the Hopewell Area School District’s pleasure to provide health services for your child. The administration of emergency treatment and medication policy is for your child’s and the District’s protection. The District is in full compliance with federal HIPAA laws. A complete policy is available in the administrative offices, the health room at each school, and at the Central Office.

HEALTH ROOM REGULATIONS

The following rules and regulations have been established by the School District:

1. The school nurse cannot excuse any student from gym class. Should it be necessary for a student to miss consecutive gym classes, it is the responsibility of the parents to provide the nurse with a doctor’s excuse.

2. If a student is injured in the gym or at recess, he or she should come to the Health Room directly from the gym or playground, not from the next class.

3. When the nurse is sending a student home, whoever is picking the student up must come into the main school office or the nurse’s office prior to the release of the student.

4. Treatment provided at the school is limited to first aid assistance in accidents, sudden illness, or other emergencies.

5. Common childhood concerns will be assessed and appropriate care provided.

HEALTH RECORDS

A comprehensive health record shall be maintained for each student enrolled in the District. The record shall include the results of required tests, measurements, screenings, and regular and special examinations.

All health records shall be confidential, and their contents shall be divulged only when necessary for the health of the student or to a physician at the written request of the parent/guardian.

As part of the health record, a certificate of immunization shall be maintained for each student enrolled, as required by the Pennsylvania Department of Health.
ACCIDENT REPORTS

Accident reports are completed for any student who is excused for part of the day, receives medical attention, or when the school nurse feels the accident warrants a report. Parents are called and informed of the condition of the child and the nature of the accident.

If transportation is required, the parent is informed that this is a family responsibility. Should the student require medical attention and the parents are not immediately available, the persons listed on the student’s emergency card will be contacted and informed that the student should be taken to the emergency room and seen by the family physician or the emergency room physician.

When an ambulance service is required and the parents cannot be reached, the decision for calling the ambulance and/or for the school nurse to accompany the student to the hospital will be made by the administrator and the school nurse.

Three copies of each accident report are documented and sent to the Principal for his/her signature.

IMMUNIZATIONS

As per School Board policy (October 28, 2008), in order to safeguard the school community from the spread of certain communicable diseases, maintain health records, supervise the possession and use of asthma inhalers, and monitor the use of medications, the Board requires that established policy guidelines be followed.

All students shall be immunized against certain diseases in accordance with Pennsylvania statutes, unless specifically exempt for religious, medical reasons, and philosophical/strong moral ethical conviction reasons.

No student shall be admitted to or permitted to attend district schools who has not been immunized in accordance with state regulations, unless provisionally admitted or exempted for medical, religious, and philosophical/strong moral ethical conviction reasons by the Superintendent.

A student shall be exempt from immunization requirements whose parent/guardian objects in writing to such immunization on religious or philosophical/strong moral ethical conviction grounds or whose physician certifies that the student’s physical condition contraindicates immunizations.

<table>
<thead>
<tr>
<th>GRADE</th>
<th>VACCINE</th>
<th>DOSES</th>
<th>NOTES</th>
</tr>
</thead>
<tbody>
<tr>
<td>K-12</td>
<td>tetanus*</td>
<td>4</td>
<td>1 on or after 4th birthday</td>
</tr>
<tr>
<td>K-12</td>
<td>diphtheria*</td>
<td>4</td>
<td>1 on or after 4th birthday</td>
</tr>
<tr>
<td>K-12</td>
<td>polio</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>K-12</td>
<td>measles**</td>
<td>2</td>
<td></td>
</tr>
<tr>
<td>K-12</td>
<td>mumps**</td>
<td>2</td>
<td></td>
</tr>
<tr>
<td>K-12</td>
<td>rubella (German measles)**</td>
<td>1</td>
<td></td>
</tr>
<tr>
<td>K-12</td>
<td>hepatitis B</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>K-12</td>
<td>varicella (chicken pox) or a history of disease</td>
<td>2</td>
<td></td>
</tr>
</tbody>
</table>

* Usually given as DTP or DTaP or DT or Td
** Usually given as MMR
**PENNSYLVANIA REGULATIONS REGARDING COMMUNICABLE DISEASES**

Children who are ill with any suspected communicable disease must remain at home for the required length of time for such disease unless a doctor certifies in writing that the child is free from any such disease.

The Hopewell Area School District feels that this reference chart will help you become aware of communicable diseases and their symptoms. When your child is ill, or shows signs of one of the following diseases, please notify the school nurse or office. If a child returns to school and there are any symptoms warranting attention, the school nurse may exclude the child until readmission seems advisable.

<table>
<thead>
<tr>
<th>DISEASE</th>
<th>WHEN TO STAY HOME</th>
<th>RETURN TO SCHOOL</th>
</tr>
</thead>
<tbody>
<tr>
<td>Measles or Rubella</td>
<td>red watery eyes, rash, temperature elevation, runny nose</td>
<td>4 days from onset of rash, no rash remains, temperature is normal for 24 hours</td>
</tr>
<tr>
<td>Chicken Pox</td>
<td>nasal discharge, temperature elevation, blister-like eruptions</td>
<td>6 days from last crop of vesicles</td>
</tr>
<tr>
<td>Mumps</td>
<td>pain in ears and neck, temperature elevation, swelling in neck</td>
<td>9 days from onset of swelling or until swelling subsides, normal temperature for 24 hours</td>
</tr>
<tr>
<td>Whooping Cough</td>
<td>severe spasmodic cough, vomiting</td>
<td>4 weeks from onset or 7 days from instituting appropriate therapy</td>
</tr>
<tr>
<td>Scabies</td>
<td>localized rash, very itchy</td>
<td>until judged non-infective by school nurse or child’s physician</td>
</tr>
<tr>
<td>Impetigo</td>
<td>open sores, thick watery discharge, crusty</td>
<td>until judged non-infective by school nurse or child’s physician</td>
</tr>
<tr>
<td>Conjunctivitis (Pink Eye)</td>
<td>enlarged veins in eyes, discharge</td>
<td>24 hours from institution of appropriate therapy</td>
</tr>
<tr>
<td>Pediculosis (Head Lice)</td>
<td>itchy scalp, nits in hair, especially around ears</td>
<td>until judged non-infective by school nurse or child’s physician</td>
</tr>
<tr>
<td>Ringworm</td>
<td>reddish, ring-shaped lesions</td>
<td>until judged non-infective by school nurse or child’s physician</td>
</tr>
<tr>
<td>Respiratory Strep Infections - including Scarlet Fever</td>
<td>sore throat, temperature elevation, scarlet rash</td>
<td>not less than 7 days from onset if no physician is in attendance or 24 hours from institution of antibiotic therapy, normal temperature for 24 hours</td>
</tr>
</tbody>
</table>
PENNSYLVANIA STATE-MANDATED SCREENINGS

The following health appraisal of students has been established in the elementary schools in compliance with Pennsylvania School Health Law.

<table>
<thead>
<tr>
<th>Kindergarten</th>
<th>Height, weight, vision and hearing screenings</th>
</tr>
</thead>
<tbody>
<tr>
<td>Grade 1</td>
<td>Height, weight, vision and hearing screenings, physical and dental exams</td>
</tr>
<tr>
<td>Grade 2</td>
<td>Height, weight, vision and hearing screenings</td>
</tr>
<tr>
<td>Grade 3</td>
<td>Height, weight, vision and hearing screenings, and dental exams</td>
</tr>
<tr>
<td>Grade 4</td>
<td>Height, weight, vision screening</td>
</tr>
</tbody>
</table>

Vision screenings are provided by the school optometrist in grades K, 2, and 4. The school nurse provides vision screenings for students in grades 1 and 3.

Physical exams are required for all students entering school for the first time. The school’s physician can provide the exam during school hours, if you so desire. You will be notified of the date and time. You may inform the school nurse if you prefer to have your physician perform the exam and request the Pennsylvania Private Physical Form to take to your doctor’s visit. Private physical examination forms may be completed the year prior to entering grade 1. The form must be completed and returned to the school nurse immediately following your child’s private examination.

Dental exams are required. The school dental hygienist will provide the exam during school hours, if you so desire. You will be notified of the date and time. You may inform the school nurse if you prefer to have your dentist perform the exam and request the Pennsylvania Private Dental Exam Form to take to your dental visit. The form must be completed and returned to the school nurse immediately following your child’s private dental exam.

Height, weight, and hearing screenings are provided by the school nurse.

USE OF MEDICATIONS

The School Board is not responsible for the diagnosis and treatment of student illness. The administration of a prescribed medication to a student during school hours, in accordance with the direction of a parent/guardian or family physician/licensed prescriber, will be permitted only when failure to take such medicine would jeopardize the health of the student or the student would not be able to attend school if the medicine were not available during the school hours.

This will require a written permission and request by the parent/guardian for such administration of medicine, and a written prescription by the physician/licensed prescriber that shall include the purpose of the medication, dosage, time at which medication shall be administered, length of period for which the medication is prescribed, and possible side effects of the medication. Requests for self-administered medications must be approved and discussed with the school nurse.
POSSSESSION/USE OF ASTHMA INHALERS/EPINEPHRINE AUTO-INJECTORS

The Board shall permit students in district schools to possess asthma inhalers and epinephrine auto-injectors and to self-administer the prescribed medication in compliance with state law and Board policy.

Before a student may possess or use an asthma inhaler or epinephrine auto-injector in the school setting, the Board shall require the following:

1. A written request from the parent/guardian that the school complies with the order of the licensed physician, certified registered nurse practitioner or physician assistant.

2. A written statement from the parent/guardian acknowledging that the school is not responsible for ensuring the medication is taken and relieving the district and its employees of responsibility for the benefits or consequences of the prescribed medication.

3. A written statement from the licensed physician, certified registered nurse practitioner or physician assistant that states:
   a. Name of the drug.
   b. Prescribed dosage.
   c. Times medication is to be taken.
   d. Length of time medication is prescribed.
   e. Diagnosis or reason medication is needed, unless confidential.
   f. Potential serious reaction or side effects of medication.
   g. Emergency response.
   h. If child is qualified and able to self-administer the medication.

The student shall notify the school nurse immediately following each use of an asthma inhaler or epinephrine auto-injector.

The district reserves the right to require a statement from the licensed physician, certified registered nurse practitioner or physician assistant for the continued use of a medication beyond the specified time period.

A written request for student use of an asthma inhaler and/or epinephrine auto-injector shall be submitted annually, along with required written statements from the parent/guardian and an updated prescription.

Student health records shall be confidential and maintained in accordance with state and federal laws and regulations.
A student whose parent/guardian completes the written requirements for the student to possess an asthma inhaler or epinephrine auto-injector and to self-administer the prescribed medication in the school setting shall demonstrate to the school nurse the competency for self-administration and responsible behavior in use of the medication. Determination of competency for self-administration shall be based on the student's age, cognitive function, maturity and demonstration of responsible behavior.

Students shall be prohibited from sharing, giving, selling, and using an asthma inhaler or epinephrine auto-injector in any manner other than that which is prescribed during school hours, at any time while on school property, at any school-sponsored activity, and during the time spent traveling to and from school and school-sponsored activities. Violations of this policy shall result in loss of privilege to self-carry the asthma inhaler or epinephrine auto-injector and disciplinary action in accordance with Board policy.

If the district denies a student's request to self-carry an asthma inhaler or epinephrine auto-injector or the student has lost the privilege of self-carrying an asthma inhaler or epinephrine auto-injector, the student's prescribed medication shall be appropriately stored at a location in close proximity to the student. The student's classroom teachers shall be informed where the medication is stored and the means to access the medication.
Medication Administration Consent Order Form

Student Name ___________________________ Date __________

School ___________________________ Grade ______

The Hopewell Area School District policy for administration of medication is as follows:

Prescription Medication: I understand that prescription medication must be in the container in which it was purchased; and the name of the medication, the dosage and the times to be given, the licensed prescriber/physician’s name must be printed on the container, along with an order from the licensed prescriber/physician and consent of the parent/guardian.

Over-the Counter Medication: I understand that over-the-counter medication (such NSAIDS, antacids, cough medication) must be provided by the parent, in the original container, along with an order from the licensed prescriber/physician and consent of the parent/guardian.

All medication should be taken by the parent/guardian directly to the certified school nurse to be stored throughout the day. Please contact your schools’ certified nurse if you require special consideration. No medication will be administrated without the completion of this form and the signatures of the parent/guardian and licensed prescriber/physician.

I give permission for the licensed certified school nurse/licensed health personnel to contact the licensed prescriber/physician or pharmacist regarding this medication.

Parent/Guardian Consent

I give my permission for my child, ___________________________ , to receive the following medication ordered by a licensed prescriber/physician during the school day. I understand that the medications will be given by licensed certified school nurse/licensed health personnel according to my child's licensed prescriber/physician's order.

Parent /Guardian Signature ___________________________________________ Date __________

Parent /Guardian Name (Printed) ___________________________ Phone# ______

OVER →
Licensed Prescriber/Physician Medication Order

In accordance with school policy, medication(s) should be given at home before and/or after school. However, when this is not possible, prior to receiving the medication at school, each student must provide the certified school nurse with a Medication Administration Consent Order form annually signed by the student's parent/guardian and a licensed prescriber/physician.

Patient/Student Name ___________________________ Date ______

Name of Medication: _____________________________

Dosage: _______ Route: Oral____ Injection____ Inhalation____ Other____

Time of administration: _________________________

Reason for Medication: __________________________

Discontinuation date: ____________________________

Allergies: __________________________________________

Side Effects or Contraindications: ____________________________

The above student has demonstrated the ability to self-carry and/or self-administer the prescribed Asthma inhaler and/or Epinephrine Auto-Injector medication.

Yes______ No______

Licensed Prescriber Name (Printed) ____________________________

Licensed Prescriber Signature ___________________________ Date ______

Phone# ____________________________________________
COMMONWEALTH OF PENNSYLVANIA
DEPARTMENT OF HEALTH

PRIVATE DENTIST REPORT
OF DENTAL EXAMINATION OF A PUPIL OF SCHOOL AGE

NAME OF SCHOOL _______________________________ DATE ____________ 20__

NAME OF CHILD _______________________________ AGE ________
SEX ________ GRADE ________ SECTION/ROOM ________

Last ________ First ________ Middle ________

ADDRESS _______________________________

No. and Street _______________________________ City or Post Office ________ Borough or Township ________ County ________ State ________ Zip ________

REPORT OF EXAMINATION _______________________________

TOOTH CHART _______________________________

<table>
<thead>
<tr>
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| 17 | 16 | 15 | 14 | 13 | 12 | 11 | 10 | 9  | 8  | 7  | 6  | 5  | 4  | 3  | 2  |
|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|

Is The Child Under Treatment Yes □ No □

Treatment Completed Yes □ No □

Date of Dental Examination _______________________________

Signature of Dental Examiner _______________________________

Print Name of Dental Examiner _______________________________

Address _______________________________

29
Private or School
PHYSICAL EXAMINATION
OF SCHOOL AGE STUDENT

Student's name ____________________________ Age at time of exam ____________________________

Today's date ____________________________ Gender: [ ] Male [ ] Female

Medicines and Allergies: Please list all prescription and over-the-counter medicines and supplements (herbal/nutritional) the student is currently taking:

[ ] Yes [ ] No

Does the student have any allergies? [ ] Yes [ ] No (If yes, list specific allergy and reaction.)

[ ] Medicines [ ] Pollens [ ] Food [ ] Stinging Insects

Complete the following section with a check mark in the YES or NO column; circle questions you do not know the answer to.

GENERAL HEALTH: Has the student:

1. Any ongoing medical conditions? [ ] Yes [ ] No
   - [ ] Asthma
   - [ ] Arthritis
   - [ ] Diabetes
   - [ ] Infection
   - [ ] Other ____________________________
2. Ever stayed more than one night in the hospital? [ ] Yes [ ] No
3. Ever had surgery? [ ] Yes [ ] No
4. Ever had a seizure? [ ] Yes [ ] No
5. Had a history of being born without or is missing a kidney, an eye, a testicle (males), spleen, or any other organ? [ ] Yes [ ] No
6. Ever became ill while exercising in the heat? [ ] Yes [ ] No
7. Had frequent muscle cramps when exercising? [ ] Yes [ ] No

HEAT/EXERCISE: Has the student:

[ ] Yes [ ] No

1. Ever used an inhaler or taken asthma medicine? [ ] Yes [ ] No
2. Ever had the doctor say he/she has a heart problem? [ ] Yes [ ] No
   - [ ] High blood pressure
   - [ ] High cholesterol
   - [ ] Other ____________________________
3. Ever had a cough, wheezing, difficulty breathing, shortness of breath or felt lightheaded during or after exercise? [ ] Yes [ ] No
4. Had epigastric pain, tightness, or chest pressure during exercise? [ ] Yes [ ] No
5. Felt his/her heart race or skip beats during exercise? [ ] Yes [ ] No

BONE/JOINT: Has the student:

[ ] Yes [ ] No

1. Had a broken or fractured bone, stress fracture, or dislocated joint? [ ] Yes [ ] No
2. Had an injury to a muscle, ligament, or tendon? [ ] Yes [ ] No
3. Had an injury that required a brace, cast, crutches, or orthotics? [ ] Yes [ ] No
4. Needed an x-ray, MRI, CT scan, injection, or physical therapy following an injury? [ ] Yes [ ] No
5. Had joints that become painful, swollen, feel warm, or look red? [ ] Yes [ ] No

SKIN: Has the student:

[ ] Yes [ ] No

1. Ever had a rash, warts, or other skin problems? [ ] Yes [ ] No
2. Ever had herpes or a MRSA skin infection? [ ] Yes [ ] No

GENITO URINARY: Has the student:

[ ] Yes [ ] No

1. Had a groin pain or a painful bulge or hernia in the groin area? [ ] Yes [ ] No
2. Had a history of urinary tract infections or bedwetting? [ ] Yes [ ] No
3. FEMALES ONLY: Had a menstrual period? [ ] Yes [ ] No
   - If yes: At what age was her first menstrual period? ____________________________
   - How many periods has she had in the last 12 months? ____________________________
   - Date of last period: ____________________________

DENTAL: Has the student:

[ ] Yes [ ] No

1. Has the student had any pain or problems with his/her gums or teeth? [ ] Yes [ ] No
2. Name of student's dentist: ____________________________
   - Last dental visit: [ ] less than 1 year [ ] 1-2 years [ ] greater than 2 years

SOCIAL/LEARNING: Has the student:

[ ] Yes [ ] No

1. Been told he/she has a learning disability, intellectual or developmental disability, cognitive delay, ADD/ADHD, etc.? [ ] Yes [ ] No
2. Been bullied or experienced bullying behavior? [ ] Yes [ ] No
3. Experienced major grief, trauma, or other significant life event? [ ] Yes [ ] No
4. Exhibited significant changes in behavior, social relationships, grades, eating or sleeping habits; withdrawn from family or friends? [ ] Yes [ ] No
5. Been worried, sad, upset, or angry much of the time? [ ] Yes [ ] No
6. Shown a general loss of energy, motivation, interest or enthusiasm? [ ] Yes [ ] No
7. Had concerns about weight; been trying to gain or lose weight or received a recommendation to gain or lose weight? [ ] Yes [ ] No
8. Used (or currently uses) tobacco, alcohol, or drugs? [ ] Yes [ ] No

FAMILY HEALTH: Has the student:

[ ] Yes [ ] No

1. Is there a family history of the following? [ ] Yes [ ] No
   - [ ] Heart disease
   - [ ] Stroke
   - [ ] Diabetes
   - [ ] Hypertension
   - [ ] Cancer
   - [ ] Other ____________________________

2. Is there a family history of any of the following heart-related problems? [ ] Yes [ ] No
   - [ ] Arterial blood disorders
   - [ ] Inherited disease/syndrome
   - [ ] Asthma/lung problems
   - [ ] Kidney problems
   - [ ] Seizure disorder
   - [ ] Other ____________________________

3. Is there a family history of any of the following heart-related problems? [ ] Yes [ ] No
   - [ ] Fainting
   - [ ] QT syndrome
   - [ ] Cardiomyopathy
   - [ ] Marfan syndrome
   - [ ] High blood pressure
   - [ ] von Willebrand disease
   - [ ] High cholesterol
   - [ ] Other ____________________________

4. Has any family member had unexplained fainting, unexplained seizures, or experienced a near drowning? [ ] Yes [ ] No
5. Has any family member / relative died of heart problems before age 50 or had an unexpected / unexplained sudden death before age 50 (includes drowning, unexplained car accidents, sudden infant death syndrome)? [ ] Yes [ ] No
6. Questions of Concerns: Are there any questions or concerns that the student, parent or guardian would like to discuss with the health care provider? (If yes, write them on page 4 of this form.) [ ] Yes [ ] No

I hereby certify that to the best of my knowledge all of the information is true and complete. I give my consent for an exchange of health information between the school nurse and health care providers.

Signature of parent / guardian / emancipated student ____________________________ Date ____________________________

Adapted in part from the Pre-participation Physical Evaluation History Form ©2010 American Academy of Family Physicians, American Academy of Pediatrics, American College of Sports Medicine, American Medical Society for Sports Medicine, American Orthopaedic Society for Sports Medicine, and American Orthopaedic Academy of Sports Medicine.
**STUDENT’S HEALTH HISTORY** (page 1 of this form) REVIEWED PRIOR TO PERFORMING EXAMINATION: Yes □ No □

### Physical Exam for Grade:
- K/1 □ 6 □ 11 □ Other □

<table>
<thead>
<tr>
<th>CHECK ONE</th>
<th>НОРМАЛЬНОЕ</th>
<th>*АБНОРМАЛЬНОЕ</th>
<th>ОТЛОЖЕНИЕ</th>
</tr>
</thead>
</table>

**ABNORMAL FINDINGS / RECOMMENDATIONS / REFERRALS**

- Height: ( ) inches
- Weight: ( ) pounds
- BMI: ( )
- BMI-for-Age Percentile: ( ) %
- Pulse: ( )
- Blood Pressure: ( / )
- Hair/Scalp
- Skin
- Eyes/Vision Corrected □
- Ears/Hearing
- Nose and Throat
- Teeth and Gingiva
- Lymph Glands
- Heart
- Lungs
- Abdomen
- Genitourinary
- Neuromuscular System
- Extremities
- Spine (Scoliosis)
- Other

<table>
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<tr>
<th>TUBERCULIN TEST</th>
<th>DATE APPLIED</th>
<th>DATE READ</th>
<th>RESULT/FOLLOW-UP</th>
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**MEDICAL CONDITIONS OR CHRONIC DISEASES WHICH REQUIRE MEDICATION, RESTRICTION OF ACTIVITY, OR WHICH MAY AFFECT EDUCATION**

(Additional space on page 4)

---

Parent/guardian present during exam: Yes □ No □

Physical exam performed at: Personal Health Care Provider’s Office □ School □ Date of exam ___________ 20

Print name of examiner __________________________

Print examiner’s office address __________________________ Phone __________________________

Signature of examiner __________________________ MD □ DO □ PAC □ CRNP □
**IMMUNIZATION HISTORY**

**HEALTH CARE PROVIDERS:** Please photocopy immunization history from student's record - OR - insert information below.

**IMMUNIZATION EXEMPTION(S):**
- Medical [ ] Date Issued: ______  Reason: __________________________ Date Rescinded: ______
- Medical [ ] Date Issued: ______  Reason: __________________________ Date Rescinded: ______
- Medical [ ] Date Issued: ______  Reason: __________________________ Date Rescinded: ______

**NOTE:** The parent/guardian must provide a written request to the school for a religious or philosophical exemption.

### VACCINE DOCUMENT: (1) Type of vaccine; (2) Date (month/day/year) for each immunization

<table>
<thead>
<tr>
<th>VACCINE</th>
<th>DOCUMENT: (1) Type of vaccine; (2) Date (month/day/year) for each immunization</th>
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<tbody>
<tr>
<td>Diphtheria/Tetanus/Pertussis (child)</td>
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<tr>
<td>Type: DTaP, DTP or DT</td>
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</tr>
<tr>
<td>Diphtheria/Tetanus/Pertussis (adolescent/adult)</td>
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<tr>
<td>Type: Tdap or Td</td>
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<tr>
<td>Polio</td>
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<tr>
<td>Type: OPV or IPV</td>
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<tr>
<td>Hepatitis B (HepB)</td>
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</tr>
<tr>
<td>Measles/Mumps/Rubella (MMR)</td>
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</tr>
<tr>
<td>Mumps disease diagnosed by physician [ ]</td>
<td>Date: ______</td>
</tr>
<tr>
<td>Varicella: Vaccine [ ] Disease [ ]</td>
<td></td>
</tr>
<tr>
<td>Serology: (identify Antigen/Date/POS or NEG)</td>
<td>i.e. Hep B, Measles, Rubella, Varicella</td>
</tr>
<tr>
<td>Meningococcal Conjugate Vaccine (MCV4)</td>
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<tr>
<td>Human Papilloma Virus (HPV)</td>
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</tr>
<tr>
<td>Type: HPV2 or hPV4</td>
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<tr>
<td>Influenza</td>
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<td>Type: TIV (injected)</td>
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<tr>
<td>LAIV (nasal)</td>
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<tr>
<td>Haemophilus Influenzae Type b (Hib)</td>
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<tr>
<td>Pneumococcal Conjugate Vaccine (PCV)</td>
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<tr>
<td>Type: 7 or 13</td>
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<tr>
<td>Hepatitis A (HepA)</td>
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<tr>
<td>Rotavirus</td>
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**Other Vaccines: (Type and Date)**

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32
# PTA Executive Board Members 2015 – 2016

## Hopewell Elementary

<table>
<thead>
<tr>
<th>Role</th>
<th>Name</th>
<th>Email</th>
<th>Phone</th>
</tr>
</thead>
<tbody>
<tr>
<td>President</td>
<td>Lindsay Zupsic</td>
<td><a href="mailto:lindsay_zupsic@yahoo.com">lindsay_zupsic@yahoo.com</a></td>
<td></td>
</tr>
<tr>
<td>Vice President, Technology &amp; Systems</td>
<td>Tracy Medich</td>
<td><a href="mailto:tracymedich@gmail.com">tracymedich@gmail.com</a></td>
<td>724-554-1175</td>
</tr>
<tr>
<td>Vice President</td>
<td>Kristine McCloskey</td>
<td><a href="mailto:kmccloskey@ambridge.k12.pa.us">kmccloskey@ambridge.k12.pa.us</a></td>
<td></td>
</tr>
<tr>
<td>Treasurer</td>
<td>Christine Cody</td>
<td><a href="mailto:cody2007@comcast.net">cody2007@comcast.net</a></td>
<td></td>
</tr>
<tr>
<td>Secretary</td>
<td>Jaime McCollin</td>
<td><a href="mailto:jaimecathryn@comcast.net">jaimecathryn@comcast.net</a></td>
<td>724-622-9012</td>
</tr>
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## Independence Elementary

<table>
<thead>
<tr>
<th>Role</th>
<th>Name</th>
<th>Email</th>
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</tr>
</thead>
<tbody>
<tr>
<td>President</td>
<td>Melissa Mitchell</td>
<td><a href="mailto:melissa.mitchell@live.com">melissa.mitchell@live.com</a></td>
<td></td>
</tr>
<tr>
<td>Vice President</td>
<td>Carla Buxton</td>
<td><a href="mailto:mrsbuxton@gmail.com">mrsbuxton@gmail.com</a></td>
<td></td>
</tr>
<tr>
<td>Treasurer</td>
<td>Camille Houy</td>
<td><a href="mailto:camillebro@yahoo.com">camillebro@yahoo.com</a></td>
<td>724-462-7948</td>
</tr>
<tr>
<td>Recording Secretary</td>
<td>Colleen Jesko</td>
<td><a href="mailto:colleenjesko@gmail.com">colleenjesko@gmail.com</a></td>
<td>724-622-6511</td>
</tr>
<tr>
<td>Corresponding Secretary</td>
<td>Tammy Holland</td>
<td><a href="mailto:tammyholland@hotmail.com">tammyholland@hotmail.com</a></td>
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Pennsylvania PTA website: [papta.org](http://papta.org)
National PTA website: [pta.org](http://pta.org)

## Margaret Ross Elementary

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<tbody>
<tr>
<td>President</td>
<td>Jamie Boudros</td>
<td><a href="mailto:jme.boudros@gmail.com">jme.boudros@gmail.com</a></td>
<td>724-462-3736</td>
</tr>
<tr>
<td>Vice President</td>
<td>Stacy Ritchart</td>
<td><a href="mailto:Ritchart2005@msn.com">Ritchart2005@msn.com</a></td>
<td>724-622-3428</td>
</tr>
<tr>
<td>Treasurer</td>
<td>Frank Blosnick</td>
<td><a href="mailto:fblosnick@gmail.com">fblosnick@gmail.com</a></td>
<td>412-780-1978</td>
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<tr>
<td>Secretary</td>
<td>Kathleen Gault</td>
<td><a href="mailto:Kgault31@gmail.com">Kgault31@gmail.com</a></td>
<td>724-601-9974</td>
</tr>
</tbody>
</table>
Dear Parents,

As we begin the new school year and you consider volunteering to assist with various school activities, it is very important that you are aware of two things:

1. Confidentiality
2. Clearances (Act 34, Act 151, and 114 FBI Fingerprint)

As a school volunteer you will be asked to read and sign a Confidentiality Statement for Volunteers annually, whereby you recognize the highly confidential nature of what goes on in a school environment and that this information is not to be shared or discussed with anyone outside of the school.

Also, it is for the safety of the children that the School Board passed the following requirement:

Any PTA officers, homeroom parents, helpers, chaperones, workers, and volunteers who participate in activities in the school building, on field trips, or any other school-related venue, must complete a criminal history and child abuse clearance application with the appropriate agencies and submit the approved copies (originals that will be copied and returned) to the building Principal to keep on file in the school office. For FBI fingerprinting information and registration, please go to the following website: www.pa.copentid.com.

This procedure is in compliance with current School Board policy and is implemented for the welfare and safety of our children. **NOTE: Clearance forms must be renewed every 36 months for all persons who regularly come in direct contact with children.**

If you are planning to volunteer, please complete a Confidentiality Statement for Volunteers and send for your clearances as soon as possible.

Thank you for your attention to this process. We all look forward to an enriched working relationship this school year.

Sincerely,

Mrs. Korri Kane, Principal
CONFIDENTIALITY STATEMENT
FOR VOLUNTEERS

All information concerning students and staff of the Hopewell Area School District’s elementary schools is private and confidential. No information about any student, staff member, or other volunteer will be shared with others during or after assigned work hours.

PLEASE REMEMBER:

- Any information about students and staff is highly confidential in nature. It is not to be discussed with anyone outside the school.

- Never relate something about students or staff out of school even if you don’t reveal the person’s name.

- Never tell information of any sort about one student to another student.

- Refer those with questions about a student to that student’s teacher.

- Any break in confidentiality is grounds for termination of volunteer privileges.

I have read the Confidentiality Statement and agree to abide by its contents.

Volunteer’s Signature

Volunteer’s Name (print)

Witness’ Signature

Date

White copy – School Office

Yellow copy – Originator

36
**PENNSYLVANIA CHILD ABUSE HISTORY CLEARANCE**

**SECTION I**

**APPLICANT IDENTIFICATION**

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<th>NAME</th>
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<td>STREET</td>
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<td>CITY, STATE</td>
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**SOCIAL SECURITY NUMBER**

<table>
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<th>AGE</th>
<th>DATE OF BIRTH</th>
<th>DAYTIME PHONE NO.</th>
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<tr>
<th>SEX</th>
<th>COUNTY YOU LIVE IN</th>
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<td>☐ M</td>
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**PREVIOUS NAMES USED SINCE 1975**

Include Maiden Name, Nicknames, Aliases

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**PURPOSE OF CLEARANCE**

Check ONE block ONLY

- [ ] CHILD CARE
- [ ] FOSTER CARE
- [ ] ADOPTION
- [ ] SCHOOL
- [ ] VOLUNTEERS-A copy of your PROCESSED "Request for Criminal Record" (Form SPM-164) must be attached. Out-of-state residents must also attach a copy of their PROCESSED FBI clearance (Form FID-258).
- [ ] CWEP (Community Work Experience Program Participant)

**SIGNATURE OF CAD REP**

**CAD PHONE NO**

**PREVIOUS ADDRESSES SINCE 1975**

Attach additional pages if necessary

1.
2.
3.
4.

**HOUSEHOLD MEMBERS**

List everyone who lived with you at anytime since 1975 to the present.

<table>
<thead>
<tr>
<th>NAME (First, Middle, Last) Do not use initials.</th>
<th>RELATIONSHIP</th>
<th>PRESENT AGE</th>
<th>SEX</th>
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I certify that the above information is accurate and complete to the best of my knowledge and belief and submitted as true and correct under penalty of law (Section 4904 of the Pennsylvania Crimes Code).

Applicants are required to show the Administrator the original document. Administrators are required to keep a copy of this child abuse history record on file. Any person altering the contents of this document may be subject to civil, criminal or administrative action.

**APPLICANT'S SIGNATURE**

**DATE**

**SECTION II**

**RESULTS OF HISTORY CHECK**

- [ ] APPLICANT IS NOT LISTED IN A REPORT OF CHILD ABUSE OR A REPORT FOR SCHOOL EMPLOYEE.
- [ ] APPLICANT IS LISTED IN A REPORT OF CHILD ABUSE OR A REPORT FOR SCHOOL EMPLOYEE (SEE BELOW).

<table>
<thead>
<tr>
<th>STATUS OF REPORT</th>
<th>DATE OF INCIDENT</th>
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</thead>
<tbody>
<tr>
<td>1.</td>
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<td>4.</td>
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</table>

**VERIFIER**

**DATE**

**VERIFIER'S SUPERVISOR**

**DATE**

**CY 113 12/89**

**37**
has requested a certification which includes a clearance of his/her name against the child abuse, school employee, and criminal history reports.

The results of the child abuse and school employee report clearances are listed in Section II on the reverse side. The results of the criminal history reports are listed below. Out-of-state residents must have criminal history clearance from both the Pennsylvania State Police and the FBI. The voluntary certification may be obtained every two years.

It is the responsibility of parents and guardians to review this information to determine the suitability of the applicant as a substitute caregiver.

<table>
<thead>
<tr>
<th>PENNSYLVANIA CHILD ABUSE HISTORY CLEARANCE</th>
</tr>
</thead>
<tbody>
<tr>
<td>☐ Applicant is named as the perpetrator of a &quot;Founded&quot; child abuse or school employee report which occurred in the last five years.</td>
</tr>
<tr>
<td>☐ Applicant is named as the perpetrator of a &quot;Founded&quot; child abuse or school employee report which occurred over five years ago.</td>
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<tr>
<td>☐ Applicant is named as the perpetrator of an &quot;Indicated&quot; child abuse or school employee report.</td>
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<tr>
<td>☐ Applicant is not named as the perpetrator of any child abuse or school employee report contained in the Statewide Central Register.</td>
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<tr>
<th>PENNSYLVANIA STATE POLICE CLEARANCE</th>
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<td>☐ Record exists and contains convictions which prohibit hire in a child care position. Report attached.</td>
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<tr>
<td>☐ Record exists, but convictions do not prohibit hire in a child care position. Report attached.</td>
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<tr>
<td>☐ Record exists, but no convictions are shown. This does not prohibit hire in a child care position. Report attached.</td>
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<td>☐ Record exists, but no convictions are shown. This may not prohibit hire in a child care position. Report attached.</td>
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<td>☐ No record exists. Report attached.</td>
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<td>☐ No FBI clearance required.</td>
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TRY OUR WEBSITE FOR A QUICKER RESPONSE
https://epatch.state.pa.us

NAME/REQUESTER

ADDRESS

CITY/STATE/ZIP CODE

CONTACT TELEPHONE NUMBER (INCLUDING AREA CODE)

NAME/SUBJECT OF RECORD CHECK (FIRST) (MIDDLE) (LAST)

MAIDEN NAME AND/OR ALIASES

SOCIAL SECURITY NUMBER

DATE OF BIRTH (MM/DD/YYYY)

SEX RACE

The Pennsylvania State Police response will be based on the comparison of the data provided by the requester against the information contained in the files of the Pennsylvania State Police Central Repository only.

REASON FOR REQUEST: All requests $10.00

***MAKE ALL MONEY ORDERS PAYABLE TO: COMMONWEALTH OF PENNSYLVANIA***

INTERNATIONAL ADOPTION - INTERNATIONAL ADOPTION MUST BE NOTARIZED.

ADOPTION (DOMESTIC) EMPLOYMENT/SCREENING PASSPORT
ATTORNEY FOSTER CARE PRIVATE INVESTIGATIONS
BANKING HEALTHCARE SOCIAL SERVICES
BAR ASSOCIATION HOUSING TENANT CHECK
CHURCH INSURANCE LICENSE VISA
CHILD CARE MENTAL HEALTH VOLUNTEER AMBULANCE/FIREFIGHTER
EDUCATION NURSE AID TRAINING VOLUNTEER
ELDER CARE OTHER

ACCESS & REVIEW - (NOT FOR EMPLOYMENT PURPOSES. MUST BE MAILED INTO THE CENTRAL REPOSITORY.)

AVAILABLE ONLY TO SUBJECT OF RECORD OR LEGAL REPRESENTATIVE WITH LEGAL AFFIDAVIT ATTACHED FOR THE PURPOSE OF REVIEWING YOUR CRIMINAL HISTORY.
TRANSPORTATION

Section 1361 of the Public School Code authorizes the District to provide transportation, at public expense, to and from elementary schools. The Hopewell Area School District has elected to transport pupils who live more than one and one-half miles from their assigned schools; where schools have closed; where the roads over which the youngster travels are hazardous; and where the age or ability of the child requires that transportation be provided. It is school policy that students, for their safety, must maintain a satisfactory level of behavior on the buses or disciplinary measures will be taken. While on the bus, the students are under the control of the bus driver and should be aware that he/she is responsible for the safety of all children.

On rare occasions, the classroom teacher may require that students remain at school after the normal school day hours, either for detention or to provide extra tutorial assistance. On these rare occasions parents should make accommodations to transport their child from school to home. It is also requested that the parents submit written clarification of the change in transportation to the Transportation Department. Likewise, for any transportation changes due to extreme emergencies, written statements/requests are also required.

Parents are reminded that all students riding in private vehicles will be dismissed with students who walk to school. Please do not block any bus access lanes near the school.

Any questions regarding transportation can be referred to the Transportation Department of the District at (724) 375-6691 Ext. 7000.

The following are the conditions for transporting students:

- Transportation assignments will correspond to the student’s legal address.
- Students may only ride the bus to which they have been assigned.
- It is expected that unless a student’s residence has changed, the student will consistently ride the assigned bus to the assigned stop.
- All bus changes, for the safety of the child, require the authorization of the building principal or designee.
- The five (5) school wide rules for riding a school bus will be enforced on the bus at all times.

TELEPHONE USE BY STUDENTS

Students are not permitted to use cell phones in the school building. Students are permitted to make phone calls from the office when emergencies arise under the supervision of the building secretary, the classroom teacher, or the building principal.

RECESS

Recess is a time for a short break in a busy day. When weather permits, the children will play on the playground. In bad weather the children will stay in the classroom indoors.
CAFETERIA

Nutritious meals are served daily in the cafeteria. Menus are printed and sent home with the children monthly. All schools have a breakfast and hot lunch program available for purchase daily, weekly, or on a monthly basis. Free and reduced price meals are available; if you think you may qualify, contact the building secretary for the guidelines and necessary forms.

SCHOOL CLOSINGS DUE TO WEATHER

The superintendent of schools will make the decision to close school during inclement weather. The announcement of school closing will be made at least one hour prior to the scheduled opening of school. This announcement will be broadcast over radio stations KDKA – 1020 AM; WMBA – 1460 AM; and TV stations KDKA, WTAE, and WPXI.

For your convenience, district cancellations or delay information will also appear on the district website: www.hopewellarea.org.

The district will also conduct early dismissals only under extreme circumstances. Parents should, however, discuss early dismissals with their children and select an alternate place for children to go, after school, in the event that parents would not be at home when school is dismissed early. Announcements of early dismissal will be made through the radio and television stations listed above.

VISITORS TO THE BUILDINGS

To insure the safety of the children, visitors are required to sign in at the school office upon arrival to the buildings and obtain a “Visitor’s Badge” to be worn at all times when in the building or on building grounds.

Visitors must return to the school office and sign out of the building before leaving.

CARE OF THE SCHOOL PROPERTY

Respect of school and other people’s property by students must be considered during all school activities, both during and after school.

Every year students are supplied with textbooks for use in the learning process. It is their responsibility to take the best care of these materials and return them at the end of the school year undamaged. Restitution will be implemented for any damage that occurs to school books, in the building and on school grounds, or on the school bus.
SCHOOL DRESS

There is no formal dress code for students at the elementary level. However, the decision on proper dress is the responsibility of the parent/guardian. We suggest that students wear shoes that are comfortable and will prevent foot and ankle injuries, and that students dress in a manner that is not a distraction to the learning process. Tennis shoes or soft-soled shoes are to be worn for gym classes. For safety reasons, we strongly suggest that students not wear flip flops or shoes with heels or wheels. Please take caution to refrain from permitting your child to wear clothing that shows inappropriate amounts of skin.

FIRE DRILLS

Fire drills are held regularly to comply with the state laws. When the alarm rings, everyone must leave the building. All students, led by their teachers, must move out of the building quickly to their assigned area. The fire drill is over when the signal is given to return to the building.

LIBRARY SERVICES

The library is the informational resource center of the school. Library books and materials can be signed out. Your children are responsible for returning them by the due date and in good condition. Please help the children to understand the value of books and the information the library can provide.

LOST AND FOUND

Any unmarked or unidentified items found in the buildings or on the playgrounds will be placed in the “Lost and Found” box in the school lobby. Any unclaimed items at the end of the school year will be given to charity.

EDUCATIONAL SUPPORT SERVICES

Educational support services are provided to the children of all of the elementary schools in the district in the following ways:

- Instructional and Learning Support
- School Counseling Services
- Speech and Language Support
- Gifted Support
- ESL (English as a Second Language) Support
- Title 1 Reading
- Rtll Process

Once a child is identified as exhibiting a need, the appropriate support staff member collaborates with parents/guardians to develop an educational plan of action tailored to the needs of the child.
THE RTII PROCESS FOR GRADRES K-4

The HASD uses RTII, Response to Instruction & Intervention, in order to meet the needs of students who are struggling academically and/or behaviorally in school. RTII is a comprehensive, multi-tiered, standards-aligned strategy that provides instruction and interventions to match the needs of students. The goal is to proactively improve student achievement for all learners. The district employs both the instructional system, which systematically provides increasingly intense interventions in general education, and the assessment system, which systematically assesses students’ responses to the instructional system to make instructional decisions. The RTII model used by the HASD is a three tiered model, comprised of increasingly intense interventions, that provides a choice of interventions and movement through the three tiers. If a student has proceeded through the three tiers and not made significant academic progress, this can result in referral for multidisciplinary evaluation. The results of the evaluation would determine the student’s eligibility for special education services. The HASD does not use the RTII model in order to determine a specific learning disability.

The RTII process proceeds as follows. In grades K through 4, monthly grade-level building meetings are held. Those attending the meetings include the teachers by grade level, the building principal, the Title I reading teachers, math tutors, a special education teacher, and the building counselor. All students at each grade level are reviewed and assigned to various tiers. Benchmark assessments, progress monitoring materials, curriculum-based assessments, grades, standardized test scores, results of behavior support plans, and observations of the students are used in order to make these decisions. “Scientifically-based” academic and behavior interventions are designed for students based upon level of need. Using progress monitoring tools, response to interventions is monitored at monthly meetings. Parents of struggling students are contacted by the students’ classroom teachers in order to be advised of the students’ progress. If students are responding to interventions that are designed to be implemented in the classrooms by classroom teachers or in small group or individual settings with tutors, their progress continues to be monitored at monthly meetings. If students have not responded to interventions, after all tiers of intervention have been implemented, permission for multidisciplinary evaluation for special education services may be requested of the parents.

LEARNING SUPPORT

Learning Support services are provided to students in all of the elementary buildings in the district in grades K-4.

Once students have been formally evaluated through a multi-disciplinary evaluation, and have been identified as having a learning disability or other specific need, an Individualized Education Program (IEP) is developed. This individual program provides for adaptations and modifications to the general curriculum that allow the child to meet success at his/her instructional level.
SCHOOL COUNSELING SERVICES

As per School Board policy (October 28-2008), the school counseling program is an integral part of the instructional program of the district schools.

The school counselor is on staff to work with students, families, and staff members in meeting the needs of the children in the elementary buildings. The counseling program is designed to help all students develop their educational, social, and personal strengths in order to become responsible and productive citizens. The school counselors work with individual students, small groups, and classrooms based on individual needs.

Such a program can:

- Assist students in achieving their optimum potential.
- Enable students to significantly benefit from the offered instruction.
- Identify intellectual, emotional, social, and physical needs.
- Aid students in recognizing options and making choices in academic areas.
- Assist students in identifying ability levels and educational goals.
- Help students to learn to make their own decisions and solve problems in positive ways.

SPEECH AND LANGUAGE SUPPORT

The Speech and Language Support program provides all students with the opportunity to correct or improve any problems with communication skills. The Speech and Language Pathologist completes speech and/or language screenings and provides the necessary remediation to help make students better communicators in the home, school, and community.

The Speech and Language Support program works in conjunction with the grade level curriculum and the IEP goals. Parents, teachers, and support staff are included in the development of the IEP and play an active part in the speech/language remediation process.

GIFTED SUPPORT

Gifted Support services are provided to students in all of the elementary buildings in the district. Students must meet specific criteria and be formally evaluated to be admitted to the program.

The term “gifted student” shall mean a student of school age with an IQ of 130 or higher who meets established multiple criteria indicating gifted ability, or a school-aged student with an IQ lower than 130 when other educational criteria strongly indicate gifted ability.

When a student is identified, a Gifted Individualized Education Plan (GIEP) is developed. This plan provides the student with a variety of academic opportunities to enhance his/her high achieving abilities. The Gifted support service is offered on-site one day a week, with approximately one hour for each session.
ESL (ENGLISH AS A SECOND LANGUAGE)

The district’s goal is to offer ESL students the best education as they enter a new culture and learn a new language. The purpose of this program shall be to increase the English language proficiency of eligible students so that they can attain the academic standards adopted by the Board and achieve academic success.

TITLE I SUPPORT

The Title I, Part A of the Elementary and Secondary Education Act is the largest federal aid program for public schools. School districts receive federal funds through a multi-step allocation process. The mission of Title I in Hopewell is to improve the academic achievement of eligible students as they strive to become proficient readers. To this end, HASD serves program-eligible schools, including the three elementary buildings (K-4). Title I program personnel include 4 highly qualified staff (1 paraprofessional and 3 certified reading specialists) who provide supplemental support to eligible students in K-4 who demonstrate a need for additional instructional opportunities as they work to succeed in meeting rigorous local and state standards and achieve proficient literacy skills.

Assessment and evaluation is an ongoing process. Staff and parents evaluate and analyze assessment data to help identify students in need of additional support. A variety of assessment instruments in addition to conferences and interviews are used to develop a profile of a student’s abilities and needs. An instructional plan using scientifically based research strategies is developed based on the results of a student’s performance in the classroom and on instruments such as DIBELS, QRI-3, and/or PSSA.

The district uses a combination of program models to deliver instruction to eligible students. These models are designed to ensure compliance with the Title I supplement-not-supplant rules, which require that Title I funds and the services they provide be supplementary to the funds and services schools would otherwise provide to participating students. These models are: limited pullout, in which children are removed from their classrooms for a limited period of time for intensive instruction; in-class, in which Title I children receive extra assistance in the same setting and time period as their regular classes; and extended time, which entails extra instruction provided outside of the normal program (after school). Title I students in Hopewell work with a regular Reading teacher individually, in small groups, and/or in the regular classroom setting to improve their ability to efficiently and effectively acquire meaning from print.

Professional development activities, designed with the input of participants, are tied to state content and student performance standards, reflective of current research on teaching and learning, inclusive of methods to teach at-risk children including children with special needs, and designed to have a positive impact on the teacher’s performance in the classroom. Title I provides resources for the professional development of teachers and other personnel who serve Title I students, with the intent to ensure that the results of research on teaching and learning are incorporated into instructional planning and implementation.

Parent Involvement is a necessary and valuable part of the Title I program. Parents participate in development of the Home-School Compact and Parent Involvement Policy. Parents are given the opportunity to participate in the development and revision of these documents. Training opportunities are provided throughout the year for the parents of Title I students. These activities are designed to demonstrate effective practices that parents can use at home to support their child’s progress in reading.
Parents are given the opportunity to practice effective techniques during training activities and appropriate materials are provided for home use. Parents are encouraged to participate in at least two parent/teacher conferences throughout the year. To further inform parents, report cards, two Title I progress reports, and test result reports ensure parents’ awareness of their child’s school performance.

Title I services may be provided to eligible Hopewell students attending private schools. Title I mandates that local districts receiving funds provide services on an “equitable” basis to private school students residing in an eligible attendance area. Title I consults with private school officials to determine eligibility and need for services. Students in private schools are selected for services on the same basis as students in the public schools. Reading instruction for Hopewell Area students attending Our Lady of Fatima in need of supplemental reading services is provided by the Beaver Valley Intermediate Unit and funded by the Hopewell Area School District.

Additionally, Hopewell Area School District will provide any parent who requests, information regarding the professional qualifications of their student’s classroom teacher in any Title I building. Also, the Hopewell Area School District will provide timely notification to parents of students attending any Title I school when the child has been taught for more than four consecutive weeks by a teacher not highly qualified.

**HOMEBOUND INSTRUCTION**

As per School Board policy (October 28, 2008), upon the recommendation of the Superintendent, the Board may excuse from compulsory school attendance any district resident of compulsory school age when the following conditions are satisfied:

- A mental or physical condition that is severe is likely to persist for greater than two (2) calendar weeks during which school is in session, is widely recognized within an established field of medicine or psychology and prevents the child from attending school.

- The district has received a report written by a licensed medical doctor that describes the mental or physical condition using professionally recognized diagnostic criteria, contains a clear recommendation that the child not attend school for a specified period, and explains how the mental or physical condition of the child prevents school attendance.

Any student whom the Board has excused in accordance with this policy shall receive homebound instruction upon receipt of a request, in writing, from the parent/guardian of the student and attending medical doctor.

The hours of instruction shall not exceed five (5) weekly or the maximum number for which subsidy is available from the Commonwealth of Pennsylvania or the maximum that the health and well-being of the student will allow, whichever is less.

The availability and amount of instruction is subject to the availability of certified teachers to provide such services in the home, and the homebound instruction for an individual shall not exceed three (3) months.
WEAPONS

The Board, according to policy adopted on October 28, 2008 (218.1), recognizes the importance of a safe school environment relative to the educational process. Possession of weapons in the school setting is a threat to the safety of students and staff and is prohibited by law.

Weapons shall include but are not limited to: any knife, cutting instrument, cutting tool, nunchaku, firearm, shot gun, rifle, weapon replicas, and/or any other tool, instrument or implement capable of inflicting serious bodily injury whether loaded or unloaded, including pellet guns, BB guns, and look-alike firearms, any explosive device of any kind, any Bowie knife, dirk knife, lock-blade knife, hunting knife, or any other tool or instrument that is not reasonably related to education such as chains, brass knuckles, night-sticks, axe handles, etc.

Possession is when a student is found with a weapon: on the student; in the student's locker; under the student's control while on school property; on property being used by the school; at any school function or activity; at any school event held away from the school; or while the student is coming to or from school.

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

The school district shall expel any student in violation of the weapons policy for a period of not less than 1 year. Such expulsion shall be given in conformance with formal due process proceedings required by law. The Superintendent may recommend modifications of such expulsion requirements on a case-by-case basis. In the case of a student with disabilities, the Superintendent shall take all necessary steps to comply with IDEA.

Any weapon prohibited by this policy and found in a student's possession will be reported to the student's parent/guardian and the local law enforcement officials. All expulsions relating to weapons possession shall be reported to the Department of Education. A memorandum of understanding shall be developed with local law enforcement officials that sets forth procedures to be followed when acts of violence or possession of weapons occur on school property and will be reported to the Office of Safe Schools on the required form at least once each year.

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

TERRORISTIC THREATS/ACTS

The Board, according to policy adopted on October 28, 2008 (218.2), recognizes the danger that terroristic threats and acts by students present to the safety and welfare of district students, staff and community. The Board acknowledges the need for an immediate and effective response to a situation involving such a threat or act.

A terroristic threat shall mean a threat to commit violence communicated with the intent to terrorize another; to cause evacuation of a building; or to cause serious public inconvenience, in reckless disregard of the risk of causing such terror or inconvenience. A terroristic act shall mean an offense against property or involving danger to another person.
The Board prohibits any district student from communicating terrorist threats or committing terrorist acts directed at any student, employee, Board member, community member or school building. The Board directs the Superintendent to react promptly and appropriately to information and knowledge concerning a possible or actual terrorist threat or act. The Superintendent or designee shall be responsible for developing administrative procedures to implement this policy.

Staff members and students shall be responsible for informing the building principal regarding any information or knowledge relevant to a possible or actual terrorist threat or act. The building principal shall immediately inform the Superintendent after receiving a report of such a threat or act.

When an administrator has evidence that a student has made a terrorist threat or committed a terrorist act, the following guidelines shall be applied:
1. The building principal may immediately suspend the student.
2. The building principal shall promptly report the incident to the Superintendent.
3. Based on further investigation, the Superintendent may report the student to law enforcement officials.
4. The building principal may inform any person directly referenced or affected by a terrorist threat.
5. The Superintendent may recommend expulsion of the student to the Board.

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

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

**CONTROLLED SUBSTANCES/PARAPHERNALIA**

The Board, according to policy adopted on October 28, 2008 (227), recognizes that the abuse of controlled substances is a serious problem with legal, physical and social implications for the whole school community. As an educational institution, the schools shall strive to prevent abuse of controlled substances.

For purposes of this policy, controlled substances shall include all: controlled substances prohibited by federal and state law; look-alike drugs; alcoholic beverages; anabolic steroids; drug paraphernalia; any volatile solvents or inhalants, such as but not limited to glue and aerosol products; and prescription or patent drugs, except those for which permission for use in school has been granted pursuant to Board policy.

For purposes of this policy, under the influence shall include any consumption or ingestion of controlled substances by a student.

The Board prohibits students from using, possessing, distributing, and being under the influence of any controlled substances during school hours, at any time while on school property, at any school-sponsored activity, and during the time spent traveling to and from school and school-sponsored activities. The Board may require participation in drug counseling, rehabilitation, testing or other programs as a condition of reinstatement into the school's educational, extracurricular or athletic programs resulting from violations of this policy.
This policy shall also apply to student conduct that occurs off school property and would violate the Code of Student Conduct if: there is a nexus between the proximity or timing of the conduct in relation to the student’s attendance at school or school-sponsored activities; the student is a member of an extracurricular activity and has been notified that particular off-campus conduct could result in exclusion from such activities; student expression or conduct materially and substantially disrupts the operations of the school, or the administration reasonably anticipates that the expression or conduct is likely to materially and substantially disrupt the operations of the school; the conduct has a direct nexus to attendance at school or a school-sponsored activity, such as an agreement to complete a transaction outside of school that would violate the Code of Student Conduct; and/or if the conduct involves the theft or vandalism of school property.

The Superintendent shall prepare rules for the identification and control of substance abuse in the schools which: establish procedures to deal with students suspected of using, possessing, being under the influence, or distributing controlled substances in school, up to and including expulsion and referral for prosecution; disseminate to students, parents/guardians and staff the Board policy and district procedures governing student abuse of controlled substances; provide education concerning the dangers of abusing controlled substances; and establish procedures for education and readmission to school of students convicted of offenses involving controlled substances.

Incidents of possession, use and sale of controlled substances by any person on school property shall be reported to the Office of Safe Schools on the required form at least once each year. In all cases involving students and controlled substances, the need to protect the school community from undue harm and exposure to drugs shall be recognized. No student may be admitted to a program that seeks to identify and rehabilitate the potential abuser without the intelligent, voluntary and aware consent of the student and parent/guardian.

**ELECTRONIC DEVICES**

The Board, according to policy adopted on October 28, 2008 (237), prohibits possession of laser pointers and attachments and telephone paging devices/beepers by students on school property, on buses and other vehicles provided by the district, and at school-sponsored activities. The Board prohibits use of personal communication devices by students during the school day in district buildings, on district property, and while students are attending school-sponsored activities. In addition, the Board prohibits possession and use by students of any device that provides for a wireless, unfiltered connection to the Internet.

In recognition of the need for communication between students and their family before and after the school day, the district permits students to have cellular phones, turned off while in the student’s possession or locker during the school day. Students will continue to be prohibited from making and receiving calls and/or text messaging in the classrooms, hallways or any area of the school property during school hours. Students are not permitted to make or receive cellular phone calls, take photographs, or send/receive text messages at any time during the school day.

The district shall not be liable for the loss, damage or misuse of any electronic device brought to school by a student. The Superintendent shall annually notify students, parents/guardians and staff about the district’s electronic device policy by publishing such policy in the student handbook, newsletters, posted notices, and other efficient methods. Exceptions to the prohibitions set forth in this policy may be made for health, safety or emergency reasons with prior approval of the building principal, or when use is provided for in a student’s individualized education program (IEP).
Violations of this policy by a student shall result in disciplinary action and may result in confiscation of the electronic device. The confiscated item shall not be returned until a conference has been held with a parent/guardian. Cellular telephones shall be turned off during the entire school day regardless of the student's location in the school or whether the student is assigned to a class, lunch, or study hall. Cellular telephones that have the capability to take photographs or to record audio or video shall not be used for such purpose while on district property or while a student is engaged in school-sponsored activities, unless expressly authorized in advance by the principal. Any student using a phone to photograph test materials, students, or staff will face disciplinary action. Students displaying or sending vulgar or obscene words or photos via text messaging during the school day will face disciplinary action and the phone will be confiscated and returned only to a parent/guardian.

Exceptions to the prohibitions set forth in this policy may be made for health, safety or emergency reasons with prior approval of the principal or designee, or when use is provided for in the student's individualized education program (IEP).

**UNLAWFUL HARASSMENT**

The Board, according to policy adopted on October 28, 2008 (248), strives to provide a safe, positive learning climate for students in the schools. Therefore, it shall be the policy of the district to maintain an educational environment in which harassment in any form is not tolerated. The Board prohibits all forms of unlawful harassment of students and third parties by all district students and staff members, contracted individuals, vendors, volunteers, and third parties in the schools. The Board encourages students and third parties who have been harassed to promptly report such incidents to the designated employees.

The Board directs that complaints of harassment shall be investigated promptly, and corrective action be taken when allegations are substantiated. Confidentiality of all parties shall be maintained, consistent with the district's legal and investigative obligations. Neither reprisals nor retaliation shall occur as a result of good faith charges of harassment.

For purposes of this policy, harassment shall consist of verbal, written, graphic or physical conduct relating to an individual's race, color, national origin/ethnicity, gender, age, disability, sexual orientation or religion when such conduct is sufficiently severe, persistent or pervasive that it affects an individual's ability to participate in or benefit from an educational program or activity or creates an intimidating, threatening or abusive educational environment; has the purpose or effect of substantially or unreasonably interfering with an individual's academic performance; and/or otherwise adversely affects an individual's learning opportunities.

For purposes of this policy, sexual harassment shall consist of unwelcome sexual advances; requests for sexual favors; and other inappropriate verbal, written, graphic or physical conduct of a sexual nature when: submission to such conduct is made explicitly or implicitly a term or condition of a student's academic status; submission to or rejection of such conduct is used as the basis for academic or work decisions affecting the individual; such conduct deprives a student of educational aid, benefits, services or treatment; and/or such conduct is sufficiently severe, persistent or pervasive that it has the purpose or effect of substantially interfering with the student's school performance or creating an intimidating, hostile or offensive educational environment.
Examples of conduct that may constitute sexual harassment include but are not limited to sexual flirtations, advances, touching or propositions; verbal abuse of a sexual nature; graphic or suggestive comments about an individual's dress or body; sexually degrading words to describe an individual; jokes; pin-ups; calendars; objects; graffiti; vulgar statements; abusive language; innuendoes; references to sexual activities; overt sexual conduct; or any conduct that has the effect of unreasonably interfering with a student's ability to work or learn or creates an intimidating, hostile or offensive learning or working environment.

As used in this policy, a student is a person who is enrolled and is regularly attending classes with the district, including kindergarten through twelfth grade regardless of age. In order to maintain an educational environment that discourages and prohibits unlawful harassment, the Board designates the Coordinator of Pupil Personnel Services as the district’s Compliance Officer.

The Compliance Officer shall publish and disseminate this policy and the complaint procedure at least annually to students, parents/guardians, employees, independent contractors, vendors, and the public. The publication shall include the position, office address and telephone number of the Compliance Officer. Each student shall be responsible to respect the rights of their fellow students and district employees and to ensure an atmosphere free from all forms of unlawful harassment.

Any student who engages in unlawful harassment may be subject to disciplinary action as set forth in the Code of Student Conduct. The district shall take all necessary steps to put a stop to unlawful harassment and to prevent any future occurrences of such harassment. Any student who retaliates against any individual who has made a complaint of harassment or participated in an investigation of a complaint of harassment may be disciplined as set forth in the Code of Student Conduct.

The Board encourages and expects all students to immediately report incidents of harassment to their teacher, principal or other staff member within the school. Any principal or administrator who receives a report, verbally or in writing, from any student regarding harassment of that person, by an employee, a nonemployee doing business with the district, or a student must notify the Compliance Officer immediately or within a reasonable extension of time thereafter for good cause. Failure to comply with this requirement could result in disciplinary action.

All complaints of harassment shall be investigated and promptly resolved. The investigation will begin within twenty-four (24) hours of receipt of the complaint. Each complaint of harassment shall be promptly investigated in a manner that respects the privacy of all parties concerned to the extent permitted by law and to the extent practical and appropriate under the circumstances.

Verbal reports of harassment should be reduced to writing by the student complaining or by the person who receives the complaint and should be signed by the complainant; however, if a complainant chooses not to sign a written complaint for any reason, a thorough and complete investigation of the complaint must still be made.

The Compliance Officer shall reduce his/her findings with recommendations to writing and forward a copy to the Superintendent within twenty-four (24) hours following completion of the investigation. The Compliance Officer shall communicate the findings and disciplinary action if required to the complainant and the alleged harasser within twenty-four (24) hours of notification from the Superintendent. Nothing in this reporting procedure shall relieve any district employee from the reporting obligation imposed under the child abuse reporting acts.
Any student covered by this policy who has filed a complaint alleging that s/he has been a victim of harassment with the district and a subsequent investigation reveals that the student has falsely accused the purported harasser and that, in fact, no harassment has occurred shall be subject to disciplinary action which may include an expulsion hearing.

Any student who has been harassed may have the right to file complaints with federal or state regulatory agencies. Time limits exist for filing complaints. The complainant should check directly with the agency for specific instructions for filing a complaint.

**Appeal Procedure**
1. If the complainant is not satisfied with a finding of no violation of the policy or with the corrective action recommended in the investigative report, s/he may submit a written appeal to the Compliance Officer within fifteen (15) days.
2. The Compliance Officer shall review the investigation and the investigative report and may also conduct a reasonable investigation.
3. The Compliance Officer shall prepare a written response to the appeal within fifteen (15) days. Copies of the response shall be provided to the complainant, the accused and the building principal who conducted the initial investigation.

**BULLYING/CYBER BULLYING**

The Board, according to policy adopted on October 28, 2008 (249), is committed to providing a safe, positive learning environment for district students. The Board recognizes that bullying creates an atmosphere of fear and intimidation, detracts from the safe environment necessary for student learning, and may lead to more serious violence. Therefore, the Board prohibits bullying by district students.

Bullying means an intentional electronic, written, verbal or physical act or series of acts directed at another student or students, which occurs in a school setting and/or outside a school setting, that is severe, persistent or pervasive and has the effect of doing any of the following: substantial interference with a student’s education; creation of a threatening environment; or substantial disruption of the orderly operation of the school.

Bullying, as defined in this policy, includes cyber bullying. School setting means in the school, on school grounds, in school vehicles, at a designated bus stop or at any activity sponsored, supervised or sanctioned by the school. The Board prohibits all forms of bullying by district students.

The Board encourages students who have been bullied to promptly report such incidents to the building principal or designee. The Board directs that complaints of bullying shall be investigated promptly, and corrective action shall be taken when allegations are verified. Confidentiality of all parties shall be maintained, consistent with the district's legal and investigative obligations. No reprisals or retaliation shall occur as a result of good faith reports of bullying.

Each student shall be responsible to respect the rights of others and to ensure an atmosphere free from bullying. The Superintendent shall develop administrative regulations to implement this policy and ensure that this policy and administrative regulations are reviewed annually with students.
District administration shall annually provide the following information with the Safe School Report: Board’s Bullying Policy; report of bullying incidents; information on the development and implementation of any bullying prevention, intervention or education programs; and the Code of Student Conduct, which shall contain this policy, shall be disseminated annually to students.

This policy shall be accessible in every classroom. The policy shall be posted in a prominent location within each school building and on the district web site, if available.

The district may develop and implement bullying prevention and intervention programs. Such programs shall provide district staff and students with appropriate training for effectively responding to, intervening in and reporting incidents of bullying.

A student who violates this policy shall be subject to appropriate disciplinary action consistent with the Code of Student Conduct, which may include: counseling within the school; parental conference; loss of school privileges; transfer to another school building, classroom or school bus; exclusion from school-sponsored activities; detention, suspension, expulsion, counseling/therapy outside of school; and/or referral to law enforcement officials.

**HOMELESS STUDENTS**

The Board recognizes its obligation to ensure that homeless students have access to the same educational programs and services provided to other district students and will make reasonable efforts to identify homeless children within the district. The Board will also waive policies, procedures, and administrative regulations that create barriers for enrollment, attendance, transportation, and the success in school of homeless students, based on the recommendation of the superintendent.

Homeless students are defined as individuals lacking a fixed, regular, and nighttime residence, which include the following conditions:

1. Sharing the housing of other persons due to loss of housing or economic hardship
2. Living in motels, hotels, trailer parks, or camp grounds due to lack of alternative or adequate accommodations
3. Living in emergency, transitional, or domestic violence shelters
4. Living in public or private places not designed for or ordinarily used as regular sleep accommodations for human beings, or living in cars, parks, public spaces, abandoned buildings, substandard housing, transportation stations or similar settings.
5. Awaiting foster care placement
6. Living as migratory children in conditions described in previous examples
7. Living as run-away children or children who have been abandoned or forced out of homes by parents/guardians or caretakers

Enrollment and placement of a homeless student shall continue to be in accordance with the student’s best interests.

Homeless students shall be provided services comparable to those offered to other district students including, but not limited to: transportation services, school nutritional programs, preschool programs, programs for students with limited English proficiency, and educational services for which students meet eligibility criteria (disadvantaged, gifted and talented, or a student with disabilities).

The school district shall provide transportation for homeless students to their school of origin, which is defined as the school the student attended when permanently housed or the school in which the student was last enrolled.
ANNUAL PARENT NOTIFICATION

Confidentiality and Notice for Directory Information

The Hopewell Area School District protects the confidentiality of personally identifiable information regarding all students including students with disabilities, children thought to have disabilities, protected handicapped students (if not protected by IDEA or Pennsylvania's Special Education Regulations) and children who are identified as gifted, in accordance with the Family Educational Rights and Privacy Act (FERPA) and other applicable federal and state laws, policies and regulations.

"Education Records" means those records that are directly related to the student, including stored in computers, through media, and on videotape, which are maintained by an educational agency or a party acting for the agency. "Educational Agency," for purpose of this notice, means the local school district, and/or the BVIU. For all students, the educational agency maintains education records that include, but are not limited to:

- Personal Identifiable Information-Confidential information that includes, but is not limited to the student’s name, name of parent/guardians and other family members, the address of the student or student’s family, and personal information or personal characteristics which would make the student’s identity easily traceable.
- Directory Information – Information contained in an education record of a student which would not generally be considered harmful or an invasion of privacy, if disclosed. It includes, but is not limited to, the student’s name, address, telephone number, date and place of birth, major field of study (secondary students), participation in officially-recognized activities and sports, weight and height of members of athletic teams, dates of attendance, degrees and awards received, information for the annual yearbook, graduation programs, honor rolls, playbills, etc., and the name of the most previous educational agency or institution attended.

The Family Education Rights and Privacy Act (FERPA) affords to parent/guardians, and to students over 18 years of age, certain rights with respect to students’ education records. They are:

1. Parent/guardians (or students over 18 years of age) have the right to inspect and review the student’s education record. The school district will comply with the request to inspect and review education records without unnecessary delay and before any meeting regarding an IEP or due process hearing, but in no case more than 45 days after the request has been made. Requests should be submitted in writing (indicating the records the parent/guardians wish to inspect) to the school principal or other appropriate school official. Parent/guardians have the right to a response from the school district to a reasonable written request for explanations and interpretations of the records. Parent/guardians have the right to request copies of the records. While the district cannot charge a fee to search for or retrieve information, it may charge a copying fee, as long as it does not effectively prevent the parent/guardians from exercising their right to inspect and review the records. Parent/guardians have the right to appoint a representative to inspect and review their child’s records. If an education record contains information on more than one child, parent/guardians (or students over 18 years of age) have the right only to inspect and review the information related to the specific child.

2. If the parent/guardians (or a student over 18 years of age) thinks information in an education record is inaccurate, misleading or violates the privacy or other rights of the child, an amendment of the record may be requested. Requests should be made in writing and clearly identify the part of the record requested to be changed and specify why it is inaccurate or misleading. The school district will decide whether or not to amend the record and will notify the parent/guardians (or student over 18), in writing, of its decision. If the school district refuses to amend the record, it will notify the parent/guardians (or students over 18) of their right to a
hearing to challenge the disputed information. Additional information regarding the hearing procedures will be provided to the parent/guardians or student (if 18 or older) when notified of the right to a hearing.

The school district will inform parent/guardians (or students over 18) when personally identifiable information is no longer needed to provide educational services to a child. Such information must be destroyed at the request of the parent/guardian (or student over 18). Parent/guardians (or students over 18) have a right to receive a copy of the material to be destroyed; however, a permanent record of the student’s name, address, and telephone number, his or her grades, attendance record, classes attended, grade level completed, and year completed may be maintained without time limitations. “Destruction” of records means physical destruction or removal of personal identifiers from information, so that the information is no longer personally identifiable. The school district will provide, upon request, a listing of the types and locations of education records maintained, the school officials responsible for these records, and the school personnel authorized to see personally identifiable information. Such personnel receive training and instruction regarding confidentiality. The school district keeps records of parties obtaining access to education records, including the name of the party, the date access was given, and the purpose for which the party is authorized to use the records.

3. Parent/guardians (or students over 18) have the right to consent to disclosure of personally identifiable information contained in the student’s education records, except to the extent that FERPA authorizes disclosure without consent. “Consent” means: the parent(s)/guardian(s) (or students over 18) have [has] been fully informed regarding the activity requiring consent, in the native language or other mode of communication; they understand and agree in writing to the activities; and, they understand that the consent is voluntary and may be revoked at any time. Information may be disclosed without consent to school officials with legitimate educational interests. A “school official” is a person employed by the district as an administrator, supervisor, instructor, or support staff member (including health or medical staff and law enforcement unit personnel); person or company with whom the district has contracted to perform a special task (such as an attorney, auditor, medical consultant or therapist); or a person serving on an official committee, such as a disciplinary or grievance committee, or assisting another school official in performing his or her tasks. A school official has a legitimate educational interest if the official needs to review an education record in order to fulfill his/her professional responsibility. Directory information as defined above, may be released without parent/guardian consent. Parent/guardians have the right to refuse to permit an agency to designate or release any or all of the above information as directory information. Upon request, the district discloses education records without consent to officials of another school district in which a student seeks or intends to enroll.

4. The school district is required by the National Defense Authorization Act (Pub.L. No 107-107) to provide military recruiters the same access to secondary school students as provided to postsecondary institutions or to prospective employers; and shall provide students’ names, addresses, and telephone listings to military recruiters, when requested, unless a parent/guardian has opted out of providing such information in writing to the school principal.

5. Parent/guardians (or students over 18) have a right to file a complaint with the U.S. Department of Education concerning alleged failures by the district to comply with the requirements of FERPA. Complaints may be filed with the Family Policy Compliance Office, U.S. Department of Education, 400 Maryland Avenue, S.W., Washington, DC 20202-4605.
Students' special education and gifted records are maintained at the Hopewell Central Office. The complete records are kept for a period of five (5) years after completion of the student's program or the student's graduation from high school.

Special education and gifted records that will be destroyed following the five (5) year period are all IEP’s or GIIEP’s with the exception of the initial and final IEP or GIIEP. Parent/guardians of students and students that graduated or left this school prior to the 2006-07 year are hereby notified that if they wish for a copy of any “IEP or GIIEP” information before it is deleted/destroyed, they must make that request to the special education department (724-375-6691, ext. 3009) by November 1, 2012. The scheduled destruction date of this information is December 1, 2012.

**HIPAA**

The Hopewell Area School District maintains the privacy of protected health information of all students in accordance with the applicable provisions of the Health Insurance Portability and Accountability Act of 1996 (HIPAA). A copy of the HASD Notice of Privacy Practices may be obtained at the Central Administration Office.

**Student Rights Regarding Surveys**

Protection of Pupil Rights Amendment (PPRA) affords parent/guardians and students who are 18 or emancipated minors ("eligible students") certain rights regarding the District’s conduct of surveys, collection and use of information for marketing purposes, and certain physical exams. These include the right to:

**Consent** before students are required to submit to a survey that concerns one or more of the following protected areas ("protected information survey") if the survey is funded in whole or part by a program of the U.S. Department of Education:

- Political affiliations or beliefs of the student or the student's parent/guardian;
- Mental or psychological problems of the student or student's family;
- Sex behavior or attitudes;
- Illegal, anti-social, self-incriminating, or demeaning behavior;
- Critical appraisals of others with whom respondents have close family relationships;
- Legally recognized privileged relationships, such as lawyers, doctors or ministers;
- Religious practices, affiliations, or beliefs of the student or parent/guardians; or
- Income, other than as required by law to determine program eligibility.

**Receive** notice and opportunity to opt out of:

- Any other protected information survey, regardless of funding;
- Any non-emergency, invasive physical exam or screening required as a condition of attendance, administered by the District or its agent, and necessary to protect the immediate health and safety of a student, except for hearing, vision, or and physical exam or screening permitted or requested under state law; and activities including collection, disclosure, or use of personal information obtained from students for marketing or to sell or otherwise distribute the information to others.

**Inspect**, upon request and before administration or use:

- Protected information surveys of students;
- Instruments used to collect personal information from students for any of the referenced marketing, sales, or other distribution purposes; and
Board policy has been developed regarding these rights, as well as arrangements to protect student privacy in the administration of protected surveys and the collection, disclosure, or use of personal information for marketing, sales, or other distribution purposes. Parent/guardians and eligible students will be notified of activities and afforded an opportunity to opt a student out of participation.

**Notice of Nondiscrimination**

The Hopewell Area School District will not discriminate in its educational programs, activities, or employment practices, based on race, color, national origin, sex, or any other legally protected classification. Announcement of this policy is in accordance with state and federal laws, including Title IX of the Education Amendments of 1972, and Section 503 and 504 of the Rehabilitation Act of 1973.

Employees and participants who have an inquiry or complaint of harassment or discrimination or who need information about accommodations for handicapped persons should contact the Superintendent at 724-375-6691.

**No Child Left Behind Act of 2001**


NCLB § 1111 (h)(6)(A) requires that the school district annually inform parent/guardians regarding the professional qualifications of the student’s classroom teachers. Each teacher employed by the Hopewell Area School District has been issued a certificate of instruction from the Pennsylvania Department of Education meeting all state qualifications and licensing criteria for the grade levels and subject areas in which the teacher provides instruction.

**Public Notice on Screening and Evaluation**

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, offer assistance to parents and describe the parent’s rights with regard to confidentiality of information that will be obtained during this process.

*Child Find* refers to activities undertaken by public education agencies to identify, locate, and evaluate children residing in the State, 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 to cause a child to need services are autism, deaf-blindness, deafness, emotional disturbance, hearing impairment, mental retardation, multiple disabilities, orthopedic impairment, other health impairment due to chronic or acute health problems, specific learning disabilities, speech or language, traumatic brain injury and visual impairment including blindness; and in the case of a child that is of preschool age, developmental delay.

The Hopewell Area School District uses the following procedures for locating, identifying, and evaluating special needs of school-aged students requiring special programs or services. These procedures as required by law are as follows:

57
The district, as prescribed by Section 1402 of the School Code routinely conducts health screenings for kindergarten (K) through 12th grade students and new students without history of recent exams: Hearing acuity (Gr. K-3, 7 and 11 and any student with a known history of hearing loss), Visual acuity (annually), Dental Screenings (Gr. 1, 3, 7 & 11), Physical Exams (Gr. 1, 6, & 11), Scoliosis Screening (Gr. 6 & 7) and Speech and language screening (annually).

Classroom teachers, Pre-Referral Intervention Team, and school counselors on an ongoing basis informally assess gross motor and fine motor skills, academic skills, and social and emotional skills. Specified needs from all of these screening sources are noted within the student’s folder.

Parents/guardians with concerns regarding their child may contact building principals at any time to request a screening or evaluation of their child. Communication with parents/guardians of a student with disabilities and/or parents/guardians of gifted students shall be in English or the native language of the parent and student.

Screening information will be used by the Pre-Referral Intervention Team and the school counselors within the student’s school to meet his/her specific needs or to document the need for further evaluation. If it is determined that a student needs additional services, the Pre-Referral Intervention Team and/or the school counselors will implement accommodations appropriate to student’s needs. The parents/guardians are members of the Pre-Referral Intervention Team. If a student does not make progress with Pre-Referral Intervention Team involvement and or services provided through the school counselors, parents/guardians will be asked to give written permission for further evaluation. This process is called Multidisciplinary Evaluation (MDE). The parents/guardians are members of the Multidisciplinary Team (MDT).

If it is determined that a student may possibly be mentally gifted, the student’s records will be reviewed, and the respective school counselor will gather information from the student’s parents/guardians and teachers. If the data supports a need, parents will be asked to give written permission for further evaluation. This process is called Gifted Multidisciplinary Evaluation (GME). The parents/guardians are members of the Gifted Multidisciplinary Team (GMT).

After Multidisciplinary Evaluation or Gifted Multidisciplinary Evaluation is completed, an Evaluation Report (ER) or a Gifted Written Report (GWR) will be compiled and will include specific recommendations for the types of interventions and/or acceleration and enrichment necessary to deal with the student's specified needs. If an Individual Education Plan (IEP) is recommended by the MDE, the parents/guardians are invited to participate in a meeting where the results of the Multidisciplinary Evaluation (MDE) or Gifted Multidisciplinary Evaluation (GME) will be discussed and an Individual Education Program (IEP) or a Gifted Individual Education Program (GIEP) will be developed for specialized services for the student.

When the Evaluation Report (ER) or Gifted Written Report (GWR) are completed, copies are sent to the parent/guardian of the student along with a Notice of Recommended Educational Placement (NOREP) or a Notice of Recommended Assignment (NORA) with which they may agree or disagree. If parents/guardians disagree with the program recommendation, the issue may be taken to mediation or a due process hearing.

Information about parent/guardian rights, mediation or due process procedures, specific special education services and programs and gifted education services and program offered by the district; and the district's educational records policy are available upon request from the building principal in the student’s school. A parent/guardian may request that the district initiate a screening or evaluation of their child’s specified needs at any time by contacting the building principal. Further information about these procedures may be obtained by calling the school psychologist at 724-375-6691, ext. 3014.

58
All information collected as part of an individual student referral or evaluation is treated in a confidential manner and does not become a part of the student’s permanent record file.

**Special Education Programs for Students with Disabilities and Gifted Students**

The Hopewell Area School District operates programs for students with disabilities and gifted students in accordance with Chapter 14 and Chapter 16. In addition, the Hopewell Area School District is the host district for the Beaver County Jail and provides regular education and special education services for school age students.

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

- Be of school age.
- Have a disability or mental giftedness and be in need of specially designed instruction.
- Meet eligibility criteria for one or more of the following physical or mental disabilities as set forth in the Pennsylvania State Standards: autism, deaf-blindness, blindness, visual impairment, emotional disturbance, specific learning disability, other health impairment, traumatic brain injury, and speech/language impairment, orthopedic impairment, hearing impairment, deafness, multiple disabilities or mental retardation. Services designed to meet the needs of eligible disabled students include:
  - The annual development of an individualized education program (IEP or Gifted IEP).
  - A triennial multidisciplinary re-evaluation for students with disabilities (except for those students with mental retardation where evaluation remains biennial).
  - A range of supports for students from itinerant level to supplemental level to full time level special education support within the school district or placement in a full-time special education disabilities class outside of the regular school.

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

Prior to initiation of services, parents of a student with disabilities are presented a “Notice of Recommended Educational Placement/Prior Written Notice” (NOREP) and parents of a mentally gifted student with a “Notice of Recommended Assignment” (NORA) with which they agree or disagree. If parents agree to the program outlined by the multidisciplinary team and the parent signs either the NOREP or NORA, then the program is implemented for their child. If parents disagree with the program being recommended, they have the right to request IEP facilitation, mediation and/or a due process hearing. Parents are issued their “Procedural Safeguards” which outlines in detail their legal rights as a parent of a child identified as having a disability or considered mental gifted.

Printed information regarding available special education services and programs and procedural safeguards as they pertain to special education are available in the office of each building principal and at the Central Administration Office.

For answers to specific questions about special education services, the screening or evaluation process, or any other information, please call the special education director or the school psychologist at 724-375-6691, ext. 3009.
Services for Students in Nonpublic Schools

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

Services for Preschool Children

Act 212, the Early Intervention Services System Act, entitles all preschool children with disabilities to appropriate early intervention services.

Young children who are experiencing developmental delays are eligible for early intervention services. At-risk children are eligible for screening and tracking.

Developmental delays occur when children are not meeting expected developmental milestones during predictable age-related time periods. Developmental delays can occur in many areas including behavioral, gross motor, vision, hearing, and speech and language.

The Pennsylvania Department of Public Welfare is responsible for providing services to infants and toddlers, defined as children from birth through two years of age. Contact the Base Service Unit at 724-891-2827 for information. The HASD is responsible for providing services to preschool children from ages three through five. These services are provided by the BVIU. Contact the BVIU for screening at 724-774-7800 or the HASD at 724-375-6691, ext. 3009 for more information.

Protected Handicapped Students Public Notice

In compliance with state and federal law, Chapter 15 and Section 504 of the Rehabilitation Act of 1973, Hopewell Area School District will provide to each protected handicapped student without discrimination or cost to the student or family those related aids, services, or accommodations which are needed to provide equal opportunity to participate in and obtain the benefits of the school program and extracurricular activities to the maximum extent appropriate to the student’s abilities.

The services and protections for a Protected Handicapped Student are distinct from those that apply to all eligible or exceptional students enrolled (or seeking enrollment) in special education programs. In order to qualify as a Protected Handicapped Student, the child must be of an age when public education is offered in his/her school district and with a physical or mental disability which substantially limits or prohibits participation in or access to any aspect of the school program.

The school principal, teachers, or the parent/guardian(s) can refer students to be considered as protected handicapped student. Referrals are made to the school counselor. If the school district 504 team determines that the student is eligible, a Service Agreement will be developed. The principal and the school counselor will make arrangements to implement the Service Agreement. The Service Agreement will be reviewed annually with the parent/guardians and with the school team for either termination or revision.

For further information on the evaluation procedures and provision of services to protected handicapped students, contact the building principal or Section 504 Coordinator (724-375-6691, ext. 3009).
Surrogate Parent

The school district has the responsibility of developing a surrogate parent program for school age handicapped children residing in the Hopewell Area School District. The District must see that any handicapped student who is either a ward of the state or whose parent or guardian is unknown or unavailable has a surrogate parent. The surrogate parent acts in place of the parent/guardian in matters concerning the student’s educational programs/services. The role of the surrogate parent is voluntary and training is provided regarding the role of a surrogate parent.

Homeless Children and Youth Act

On July 22, 1987 the Stuart B. McKinney Homeless Assistance Act became public law. This was the first comprehensive federal law dealing with the problems of homelessness in America. This act was recently included in the 2001 No Child Left Behind Act and it is now called the McKinney-Vento Education Assistance Improvements Act of 2001, (Public Law 107-110) Subtitle B and covers the Education for Homeless Children and Youths (Sections 721-726).

The district recognizes its obligation to ensure that homeless students have access to the same educational programs and services provided to other district students. The district makes efforts to identify homeless children within the district, encourage their enrollment, and eliminate existing barriers to their attendance and education in compliance with federal and state law and regulations.

Homeless students are defined as individuals lacking a fixed, regular and nighttime residence, which include the following conditions:

- Sharing the housing of other persons due to loss of housing or economic hardship.
- Living in motels, hotels, or camping grounds due to lack of alternative adequate accommodations.
- Living in emergency, transitional, domestic violence shelters.
- Abandoned in hospitals.
- Awaiting foster care placement.
- Living in public or private places not designed for or ordinarily used as regular sleeping accommodations for human beings.
- Living in cars, parks, public spaces, abandoned buildings, substandard housing, transportation stations or similar settings.
- Living as migratory children in conditions described in previous examples.
- Living as run-away children.
- Abandoned or forced out of homes by parent/guardians/guardians or caretakers.
- Living as school age unwed mothers in houses for unwed mothers if they have no other living accommodations.

For more information regarding the McKinney-Vento Education Assistance Improvement Act of 2001 please contact the district’s Homeless Coordinator at 724-375-6691, ext. 3014.

Migrant Student Education

The Hopewell Area School District provides that foreign students who do not possess an F-1 Visa and reside in the Hopewell Area School District with parent/guardians, guardians, or individuals gratuitously caring for them are considered residents of the school district and are entitled to the same school rights and privileges available to resident students. For more information regarding Migrant Student Education, contact the district’s Migrant Education Coordinator at 724-375-6691, ext. 3014.
Mode of Communication

If a person does not understand any part of this notice, he or she should request an explanation by contacting the special education director or the school psychologist at 724-375-6691, ext. 3009.

The school district will arrange for an interpreter for parent/guardians with limited English proficiency. If a parent/guardian is deaf or blind or has no written language, the school district will arrange for communication of this notice in the mode normally used by the parent/guardian (e.g., sign language, Braille, or oral communication).

Special Education Department

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