

Hopewell Area School District



Elementary Handbook For Students and Parents

2023-2024



ADMINISTRATION

Superintendent	Dr. Jeffrey Beltz
Director of Curriculum & Instruction	Dr. Joel Roth
Elementary Principal	Mrs. Korri Kane
Elementary Assistant Principal	Mr. Gary Hutsler
Elementary Assistant Principal	Mrs. Donna Steff
Director of Special Education	Dr. Lynn Utchell
Student Services Coordinator/Title IX Coordinator	Mrs. Donna Steff
Business Manager	Mrs. Sheila Lubert
Director of Technology	Mr. Dennis Barber
Director of Maintenance & Facilities	Mr. Ed West
Director of Transportation	Mr. Howard Cervone

OFFICE PERSONNEL

Superintendent's Secretary	Mrs. Nancy Barber
Elementary Secretaries:	
Hopewell Elementary	Ms. Karen Hill
Independence Elementary	Ms. Nancy Petrella
Margaret Ross Elementary	Mrs. Camille Houy
School Counselors:	
Hopewell & Margaret Ross Elementaries	Mrs. Amanda Iannini
Independence & Margaret Ross Elementaries	Mrs. Anjelica Diehl

BOARD OF EDUCATION

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INTRODUCTION

Dear Hopewell Families,

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 principals, when a question arises.

Please remember that students are not to be dropped off at school before 8:35 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 classrooms without authorization, and **all visitors must have a valid state issued photo ID to enter the student-accessed areas of the building.** Visitors will also need 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!

Mrs. Korri M. Kane
Principal
Hopewell Elementary

Mr. Gary Hutsler
Assistant Principal
Independence Elementary

Mrs. Donna Steff
Assistant Principal
Margaret Ross Elementary



HOPEWELL AREA SCHOOL DISTRICT

MISSION STATEMENT

The Hopewell Area School District is committed to preparing students to be productive citizens and life-long learners in an ever changing world.

VISION STATEMENT

The Hopewell Area School District will be a united community in which rigorous curricula will be fostered. Students and staff will embrace educational opportunities and experiences in a diverse society.

SHARED VALUES:

- The development of personal potential is influenced by a sense of self-worth
- Learning is a life-long process
- The student, family, school, and community all share responsibility for learning
- Adaptability is essential for functioning in a changing world
- All individuals have a right to be treated with respect and dignity
- Responsible behavior is learned by holding students accountable
- High expectations promote excellence
- The health, safety, and welfare of all students is vital
- Recognizing and respecting the diversity of all people enriches and school community
- Dynamic organizations respond to change in effective ways
- Students should be able to work both independently and collaboratively

School Hours for Students

School Buildings Open

8:35 a.m.

School Hours

8:55 a.m. to 3:25 p.m.

Kindergarten - Fourth Grade

**** Students are NOT permitted to be dropped off prior to 8:35 for safety reasons.**

**** Students arriving at the building after 8:55 MUST be signed in by a parent or guardian.**



ACADEMICS

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. Kindergarten students will receive report cards three (3) times per year. The Hopewell Area School District elementary report cards are designed to be aligned with the most up to date PA Core Standards. This allows us to share what students know and are able to do in reference to mastery in each standard area. Progress towards mastery on each standard will be noted on the report card.

- Students in grades 1-4 are graded on the following scale:
A = 90-100% B = 80-89% C = 70-79% D = 60-69% E = 0-59%
- Student Progress in regards to how they are meeting the Core Standards is denoted by:
ES= Exceeding the Standard **PT**= Progressing Toward the Standard **MS**= Meeting the Standard **IP**= Intensive Progress Needed to Meet the Standard **NT**= Not Taught this Quarter
- Student Citizenship Work Habits are documented with a (+) and (-).

Kindergarten students do not have percentages shared, only how they are progressing towards standards.

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 and/or scientific experiments conducted by students.
 - Demonstrations, performances, products or projects by students related to specific academic standards.
 - Examinations developed by teachers.
 - State (PSSA-ELA, PSSA-M, and PASA) tests.
 - Evaluations of student portfolio work.
 - Other grade level appropriate assessment methods at the elementary level such as DIBELS, NWEA (MAP), and Common Grade Level assessments.



HOMESCHOOL 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.
9. Relate school learning to out-of-school interests.
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.

ENROLLMENT IN THE DISTRICT

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

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

The HASD 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 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.

ATTENDANCE

ABSENCES

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 illegal until the district receives a written excuse explaining the absence, to be submitted within three (3) days of the absence. Only ten (10) parental excuses will be accepted over the course of the school year. After ten (10) parental excuses, all absences require a medical excuse from a physician or will fall into the unexcused/illegal category.



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.

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.

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.

EXCUSED (LEGAL) ABSENCE PROCEDURES

- Following 10 absences: Medical notes only for absence to be excused
- Following 20 absences: Retention conference and possible removal from school programs

UNEXCUSED (ILLEGAL) ABSENCE PROCEDURES

- Following 3 unexcused: Letter notification
- Following 6 unexcused: Mandatory meeting with Beaver County Truancy Coordinator and Truancy Elimination Plan (TEP) developed
- Following 9 unexcused: Charges filed with magistrate

EXCUSED (LEGAL) TARDY PROCEDURES

- Following 10 tardies: Medical notes only for a tardy to be excused
- Following 20 tardies: Retention conference and possible removal from school programs

UNEXCUSED (ILLEGAL) TARDY PROCEDURES

- Following 3 unexcused: Letter notification
- Following 6 unexcused: Mandatory meeting with Beaver County Truancy Coordinator and Truancy Elimination Plan (TEP) developed
- Following 9 unexcused: Charges filed with magistrate



It is the policy of the district to take measures to stop absences and tardies when a student has been absent, arrived late, excessively. As part of their responsibility, parents have the duty to provide the school with a written excuse of their child's absence or tardiness. However, the school district retains the right to question or challenge the validity of any excuse submitted. In such cases, the burden of proof rests with the parents.

The school district's administration shall enforce Pennsylvania's truancy laws as set forth in the Section 1333 and 1354 of the Pennsylvania Public School Code. The district shall issue notice to those parents who fail to comply with the statutory requirements of compulsory attendance that such infractions of the statute will be prosecuted.

VACATIONS

Subject to the conditions and requirements regarding student attendance, each principal may approve requests for student vacations a minimum of three days in advance of the beginning vacation date in accordance with the following terms:

1. Click on the following link to request an approved vacation form: [Vacation Request Form](#)
2. No student will be approved beyond a total of ten (10) days for the school year.
3. Vacation time will be counted toward the thirty day attendance policy but listed as legal absences.
4. Assignments will be at the discretion of the teacher. This may include work prior to or after the vacation. All work assigned must be completed. Work not completed will be evaluated as zero.

COMMUNICATION

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

CLASS DOJO

Class DOJO is a free app for staff and parents to use to both monitor and communicate student behaviors and activities in a real time manner. This app can be downloaded free on Smartphones, and can also be used on a computer. Staff will continue to utilize the Class DOJO system to monitor student behaviors, as well as to communicate to parents in an efficient manner.

CSIU PARENT PORTAL

Hopewell Area School District uses the student information system (SIS) provided through the Central Susquehanna Intermediate Unit and herein referred to as CSIU. The



district uses CSIU to develop class schedules, take attendance, store grades, track discipline, produce report cards, and more. The CSIU 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 CSIUParent 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 CSIU 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. The CSIU Parent Portal can be accessed on the District's website at the following link:

<https://parents.csiu-technology.org/Register.aspx>

HASD WEBSITE/ONLINE COMMUNICATION

The HASD [website](#) 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 addresses 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?iid=50PU0I&dasi=4G22B#sth.ash.PmGIPUB1.dpuf>

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.



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 email 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.

BIRTHDAY PARTIES/TREATS

A birthday is an important event in the life of an elementary school child and many children wish to share this event with their classmates. Students may distribute an individually wrapped, store bought treat that would not conflict with lunch.

Parents/guardians should make arrangements with their child's teacher to ensure that treats do not conflict with any allergies that may be in the classroom. Birthday invitations are not permitted to be distributed in school UNLESS everyone in the classroom is to be invited.

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.

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.

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 have 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.

VACCINE DOSES	NOTES
tetanus* 4	1 on or after 4 th birthday
diphtheria* 4	1 on or after 4 th birthday
polio 4	1 on or after 4 th birthday
measles** 2	
mumps** 2	
rubella (German measles)** 1	
hepatitis B 3	
varicella**2 (chicken pox) or a history of disease	

*Usually given as DTP or DTaP or DT or Td ** Usually given as MMR or MMRV

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.



DISEASE	WHEN TO STAY HOME	RETURN TO SCHOOL
Measles or Rubella	red watery eyes, rash, temperature elevation, runny nose	4 days from onset of rash no rash remains, temperature is normal for 24 hours
Chicken Pox	nasal discharge, temperature elevation, blister-like eruptions	6 days from last crop of vesicles
Mumps	pain in ears and neck, temperature elevation, swelling in neck	9 days from onset of swelling or until swelling subsides, normal temperature for 24 hours
Whooping Cough	severe spasmodic cough, vomiting	4 weeks from onset or 7 days from instituting appropriate therapy
Scabies	localized rash, very itchy	until judged non-infective by school nurse or child's physician
Impetigo	open sores, thick watery discharge, crusty	until judged non-infective by school nurse or child's physician
Conjunctivitis (Pink Eye)	enlarged veins in eyes, discharge	24 hours from institution of appropriate therapy
Pediculosis (Head Lice)	itchy scalp, nits in hair, especially around ears	until judged non-infective by school nurse or child's physician
Ringworm	reddish, ring-shaped lesions	until judged non-infective by school nurse or child's physician
Respiratory Strep Infections - including Scarlet Fever	sore throat, temperature elevation, scarlet rash.	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



FEVER GUIDELINES

If your child has a temperature of 100.4 degrees or higher, your child is not to attend school. **Once your child is fever free for 24 hours without the use of fever reducing medication he/she may return to school.**

PENNSYLVANIA STATE-MANDATED SCREENINGS

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

Kindergarten	Height, weight, vision and hearing screenings
Grade 1	Height, weight, vision and hearing screenings, physical and dental exams
Grade 2	Height, weight, vision and hearing screenings
Grade 3	Height, weight, vision and hearing screenings, and dental exams
Grade 4	Height, weight, vision screening

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 examination requirement is in grade 1. 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 Examination Form to take to your child's 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 in grades 1 and 3. The school dentist 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 child's 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 order 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.

POSSESSION/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. Time 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.

ADDITIONAL HEALTH SERVICES INFORMATION AND FORMS

Please visit <https://www.hopewellarea.org/HealthServices.aspx>

HOMELESS STUDENTS

EDUCATING STUDENTS EXPERIENCING HOMELESSNESS

Federal guidelines, as set forth in No Child Left Behind Act of 2001, require that school districts identify children who are homeless (temporarily displaced). The federal mandate, and the intention of Hopewell Area School District, is to ensure that homeless



children and youth have access to free appropriate public education on an equal basis with other children. Children who are homeless, including those living with others, may qualify for assistance for lunch, with school supplies/materials, with tutoring, and with transportation so that they can remain in their school of origin.

If you believe your child(ren) may qualify for this service, please contact the principal of your child(ren)'s school or the district Homeless Liaison, Donna Steff at 724-375-6691 x5205 or steffd@hopewellarea.org.

Homeless children may be identified as living in the following situations:

1. Sharing the housing of other persons due to loss of housing, economic hardship, or natural disaster;
2. Public or private places not designated for/or ordinarily used as regular sleeping accommodations such as vehicles, parks, motels, campgrounds, etc.;
3. With a parent in an emergency, transitional, or domestic violence shelter;
4. Individuals and/or families living with relatives or friends who have been abandoned or forced out of the home by parents or other caretakers. These individuals may be in temporary shelters awaiting assistance from social service agencies or may live alone on the street or move from place to place among family members, friends or acquaintances. This also includes such youth from ages 18-21 who may still be eligible for educational services in regular or special education.;
5. Children of migrant families who lack adequate housing;
6. Children abandoned in hospitals;
7. School-age mothers or expectant mothers who have no other available living accommodations.

The McKinney-Vento Act states that it is the policy of Congress that state educational agencies shall ensure that each child of a homeless individual and each homeless youth has equal access to the same free, appropriate public education, including a public preschool education, as provided to other children and youths.

If your living situation changes during the school year or over the summer, and you and your child(ren) become homeless, please be sure to contact the school. We will work with you so that your child(ren)'s education is disrupted as little as possible.

PARENT TEACHER ASSOCIATION

The Parent Teacher Association (PTA) in each elementary building works to enhance the school's mission and goals through encouraging participation, organizing activities, funding of various programs, and supporting the educational process. Meetings are held throughout the school year, usually at the school. A meeting schedule and location is announced through each PTA's Facebook page and Memberhub page.



PTA EXECUTIVE BOARD MEMBERS 2023- 2024

HOPEWELL ELEMENTARY

President	Richelle Swenson	hopewellelementarypta@gmail.com
Vice President, Technology & Systems	Emily Gibson	hopewellelementarypta@gmail.com
Vice President at Large	Jen Pavlisko	hopewellelementarypta@gmail.com
Treasurer	Melissa Karp	hopewellelementarypta@gmail.com
Secretary	Brittany Weir	hopewellelementarypta@gmail.com

Facebook page: <https://www.facebook.com/groups/145640406152389>

Memberhub link: <http://www.hopewellelementary.my-pta.org/content.asp?PageID=14>

INDEPENDENCE ELEMENTARY

President	Bridget Osterried	bridget@indypta.com
Vice President	Casey Biser	caseybiser@indypta.com
VP of Technology and Fundraising	Christina Raynes	christina@indypta.com
Treasurer	Jenn Marchitelli	jennmarchitelli@indypta.com
Recording Secretary	Michelle Dupain Read	michelleread@indypta.com
Corresponding Secretary	Tiffany Kelly	tiffany@indypta.com

Facebook page: <https://www.facebook.com/groups/28226832271690>

Memberhub link: <https://indypta00014000.memberhub.com>

MARGARET ROSS ELEMENTARY

President	Crystal Borrer	president@margaretrosspta.org
Vice President of Communications	Brooke Nelson	communications@margaretrosspta.org
Vice President of Fundraising	Rachel Santamaria	fundraising@margaretrosspta.org
Treasurer	Heather Leopardi	mrepta1955@gmail.com
Secretary	Audra Kessler	mrepta1955@gmail.com

Facebook page: <https://www.facebook.com/groups/mrepta>

Memberhub link: <https://margaretrosspta.memberhub.com/store?limit=21&live=true&category=Memberships>



VOLUNTEERS & CLEARANCES

All volunteers who assist with any school function (e.g., PTA, school celebrations, field trips, book fair, etc.) must follow our volunteer procedures. In accordance with the Hopewell Board Policy, all volunteers must complete the appropriate forms and have all of their current clearances. In addition, all volunteers must be a member of the PTA at their building.

As a school volunteer you will be asked to 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. Volunteers are required to complete the volunteer application/confidentiality form available here:

<https://docs.confidentiality/document>

Along with the confidentiality form, the following clearances must be filed with each building secretary before you may volunteer in our buildings:

- Pennsylvania Criminal Record Check – no cost for volunteers, and volunteers must renew this clearance every 5 years. The form may be found at: <https://epatch.pa.gov/home>
- Pennsylvania Child Abuse History Clearance – no cost for volunteers, and volunteers must renew this clearance every 5 years. The form may be found at: <https://www.dhs.pa.gov/KeepKidsSafe/Clearances/Pages/PA-Child-Abuse-History-Clearance.aspx>
- As a Pennsylvania resident, you must have the Federal Bureau of Investigations of Criminal Background Check at: <https://www.identogo.com/> OR the Fingerprint Waiver if you've been a resident of PA for 10 years or more: <https://drive.google.com/file/d/1XP6oY3S8t3vo6gJ6d0IsvheHEQ5V-Byk/view>

All paperwork must be filed with the building secretary before you are permitted to volunteer in any way.

SAFETY AND SECURITY

FIRE DRILLS

Fire drills are held monthly 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.

INTRUDER DRILLS

Intruder (ALICE) drills are held a minimum of two times per year (fall and spring) and replace the monthly fire drill. Students practice ALICE procedures with their teachers prior to each drill and debrief afterwards. Please review the following procedures with you student: [☰ Parent FAQ's about A.L.i.C.E.](#)



VISITORS TO THE BUILDINGS

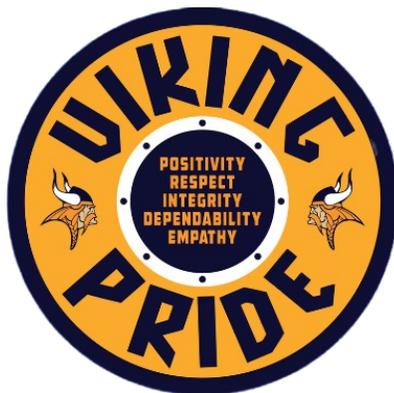
To ensure the safety of the children, visitors are required to sign in at the school office upon arrival to the buildings. All visitors must have a valid state issued photo ID to enter the student-accessed areas of the building. Visitors will also need a pass issued by the office to enter the buildings, and will 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.

STUDENT BEHAVIOR & CONSEQUENCES

VIKING PRIDE PROGRAM

The VIKING PRIDE Program is our School Wide Positive Behavior Intervention and Support (SWPBIS) Program. This program teaches, reinforces, and recognizes the positive behaviors we expect from all our students and provides interventions and supports for students who are struggling to meet these expectations. Our students are expected to behave in a manner that is safe, responsible, and respectful in all areas in our school and on the bus. When students are observed following these expectations, they are awarded with Viking Pride tickets that give them an opportunity to win prizes. Our Viking Pride Program currently focuses on promoting positive behavior in the hallways, cafeteria, classroom, bathroom, at assemblies, and on the bus. The Viking Pride Team of teachers, counselors, and administrators is responsible for many fun activities and special events at all three Hopewell elementary schools including Viking Pride Assemblies and our monthly "Little Viking of the Month" awards.

Our VIKING PRIDE program focuses on five main themes:



Positivity
Respect
Integrity
Dependability
Empathy



STUDENT 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. The Board has authority to establish fair, reasonable, and nondiscriminatory rules and regulations regarding the conduct and deportment of all students in the school district during the time they are subject to the supervision and direction of school authorities. The Board has adopted a Code of Student Conduct to govern student behavior. The Code of Student Conduct consists of this policy and the following other policies:

- [218.1 Weapons Policy](#)
- [218.2 Terroristic Threats/Acts Policy](#)
- [222 Smoking and Tobacco Policy](#)
- [227 Controlled Substances/Paraphernalia Policy](#)
- [233 Suspension and Expulsion Policy](#)
- [249 Bullying/Cyberbullying](#)
- [810 Student Behavior On School Vehicles Policy](#)

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 behavioral monitoring system, or any behaviors in relation to off-campus activities.

DISCIPLINE

The following define the leveled system used in the elementary discipline program:

1. 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: Cellphones, Smart Watches, 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

2. 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

3. 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
- Bus Suspension
- Restitution
- Referral to outside agency
- Referral to police or district magistrate

Please note: Depending on the nature of the incident, Level One is not always the first level used.



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 property, in the building, on school grounds, or on the school bus.

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/ bus monitor 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

- Verbal warnings by the bus driver
- 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

SCHOOL DRESS

School attire should be such that it does not present health or safety problems or disturb the educational process. Students are expected to dress neatly, clean, and fully clothed at all times. The decision on proper dress is the responsibility of the parent/guardian.



The following items will serve as a *minimum* guide to acceptable dress for district students.

1. No obscene language may be printed on shirts or pants.
2. Shoes must be worn at all times.
3. Shorts and shirts should be worn at a reasonable length and tightness.
4. At no point should undergarments be visible.
5. No apparel should promote use of tobacco, alcohol, or other drugs.
6. No apparel should promote the use of weapons of any kind.

STUDENT SUPPORT SERVICES

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

- Learning Support
- School Counseling Services
- Speech and Language Support
- Autistic Support
- Emotional Support
- Life Skills Support
- Gifted Support
- English as a Second Language (ESL) Support
- Title 1 Reading
- Student Assistance Program (SAP)
- Multi-Tiered System of Support (MTSS) Process
- Homebound Instruction

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.

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.

ESL SUPPORT

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.

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 by the district to determine if gifted support services are warranted.

The term "gifted student" shall mean a student of school age who has been identified as exceptional or "mentally gifted" and needs specially designed instruction beyond what is



provided in the regular education classroom. Mentally gifted is defined as outstanding intellectual and creative 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 accelerate or enhance his/her high achieving abilities.

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 3 highly qualified, 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, NWEA and/or PSSA. In addition, we collect progress monitoring data at least bi-weekly to ensure that students are receiving instruction to meet their specific needs in literacy.

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.

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.

STUDENT ASSISTANCE PROGRAM (SAP)

According to the Pennsylvania Network for Student Assistance Services, the PA Student Assistance Program (SAP) is a systematic team process used to mobilize school resources to remove barriers to learning. SAP is designed to assist in identifying issues which pose a barrier to a student's success. The primary goal of the Student Assistance Program is to help students overcome these barriers so that they may achieve, advance, and remain in school.

MULTI-TIERED SYSTEM OF SUPPORT (MTSS)

The HASD uses the Multi-Tiered System of Support (MTSS) in order to meet the needs of students who are struggling academically and/or behaviorally in school. MTSS 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 MTSS model used by the HASD is a three tiered design, consisting of increasingly intense interventions. The HASD does not use the MTSS model in order to determine a specific learning disability.

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.

LOST AND FOUND

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

INSURANCE

Voluntary student accident insurance is available to students. This coverage is optional and offers 2 available plans, 24 hour or school time coverage. The forms for this insurance are available in the Office and on the District website under the Parents tab at the top of the page.

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 the 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 parents/guardians, and to students over 18 years of age, certain rights with respect to students' education records. They are:

1. Parents/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. Parents/guardians have the right to a response from the school district to a reasonable written request for explanations and interpretations of the records. Parents/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. Parents/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, parents/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 parents/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. Parents/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. Parents/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. Parents/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 IEPs or GIEPs with the exception of the initial and final IEP or GIEP. Parent/guardians of students and students that graduated or left this school prior to the 2017-18 year are hereby notified that if they wish for a copy of any "IEP or GIEP" information before it is deleted/destroyed, they must make that request to the special education department (724-375-6691, ext. 3009) by November 1, 2023. The scheduled destruction date of this information is December 1, 2023.

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:

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 the 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 specific 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 programs 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 specific needs at any time by contacting the building principal. Further information about these procedures may be obtained by calling the Director of



Special Education, Dr. Lynn Utchell, at 724-375-6691, ext. 3010. 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 & 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 mentally 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 Director of Special Education, Dr. Lynn Utchell, at 724-375-6691, ext. 3010.

SERVICES FOR STUDENTS IN NON-PUBLIC 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. 3010 for more information.

PROTECTING STUDENTS WITH DISABILITIES PUBLIC NOTICE/504 COMPLIANCE

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 a 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, Mrs. Donna Steff (724-375-6691, ext. 5205).

TRANSPORTATION

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.
- Video and audio recordings may be used on bussing to ensure the safety of all passengers.

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



TECHNOLOGY

DEVICE DEPLOYMENT

Before devices are issued to students, the student and his/her parent/guardian must review and sign the following documents:

1. Technology Authorization Form
2. Student Responsible Use Agreement
3. Parent Responsible Use Agreement
4. Procedure on Tracking Mobile Devices
5. Children’s Online Privacy Protection Act (COPPA) if the student is under age 13
6. Acceptable Use of Electronic Resources

TECHNOLOGY USE FEES

Hopewell Area School District annual tech fee is a **non-refundable fee**. The fee is **NOT** a deposit or insurance. The fees help cover the cost of wear and tear repair and replacements. The annual fee amounts below based on the number of students within the district.

# of Students	Technology Fee	Free/Reduced Rate
1	\$25 Per Student $\$25 \times 1 = \25 Total	\$15 Per Student $\$15 \times 1 = \15 Total
2	\$22.50 Per Student $\$22.50 \times 2 = \45 Total	\$12.50 Per Student $\$12.50 \times 2 = \25 Total
3	\$20 Per Student $\$20 \times 3 = \60 Total	\$10 Per Student $\$10 \times 3 = \30 Total
4+	\$15 Per Student $\$15 \times 4 = \60 Total $\$15 \times 5 = \75 Total	\$5 Per Student $\$5 \times 4 = \20 Total $\$5 \times 5 = \25 Total

This annual fee does NOT cover devices that are lost or stolen.

- Students will receive a Device and OEM or 3rd Party approved charger cable.
- Students are expected to return the same pieces of equipment they receive.
 - If alternative pieces of equipment are returned, they will be treated as lost or stolen.

This annual fee does NOT cover damages outside of normal wear and tear.

Examples of damages COVERED

- Key stops working
- Screen has dark spots



- Any peripheral ports stop working
- Charger cables fraying

Examples of damages NOT COVERED

- Broken/Cracked screens
- Devices broken off in headphone/USB ports
- Bezel/Case damages
- Charger cables chewed on, torn apart, etc

For the full Viking Connect Student Handbook:

<https://filecabinet.eschoolview.com/514EBAF3-B0F6-46BC-880F-8F5B7CF2ADDD/a227dde4-56e4-4697-9598-5302f8e3f63c.pdf>

Use this link to complete a digital copy of all forms related to technology and payment options: <https://form.jotform.com/222154677316053>

TITLE IX NOTICE OF NONDISCRIMINATION

The Hopewell Area School District does not discriminate in its educational programs, activities, or employment practices on the basis of race, color, national origin, sex, sexual orientation, disability, age, religion or any other legally protected category. Announcement of this policy is in accordance with State Law including the Pennsylvania Human Relations Act and with Federal law, including Title VI and Title VII of the Civil Rights Act of 1964, Title IX of the Education Amendments of 1972, Section 504 of the Rehabilitation Act of 1973, the Age Discrimination in Employment Act of 1967 and the Americans with Disabilities Act of 1990.

The following person has been designated to handle inquiries regarding the non-discrimination policies:

Mrs. Donna Steff, Student Services Coordinator, Title IX Coordinator, Discrimination Compliance Officer

Hopewell Area School District

1955 Maratta Road

Aliquippa, PA 15001

724-375-6691 ext. 5205

steffd@hopewellarea.org

For further information on notice of non-discrimination, visit

<https://ocras.ed.gov/contact-ocr> for the address and phone number of the office that serves your area, or call 1-800-421-3481.