

**Oxford Area School District
Elementary School
Parent/Student Handbook**



2020-2021

OXFORD AREA SCHOOL DISTRICT PARENT/STUDENT HANDBOOK

Administration Office	610-932-6600 Fax: 610-932-6614 125 Bell Tower Lane, Oxford, PA 19363
Superintendent.....	Mr. David A. Woods
Assistant Superintendent.....	Dr. Margaret Billings-Jones
Director of Special Education.....	Dr. Chad Kinsey
Director of Human Resources.....	Mr. Michael Garrison
Business Administrator.....	Mr. Brian Cooney
Oxford Area High School	610-932-6640 705 Waterway Road, Oxford, PA 19363
Principal.....	Mr. Jamie Canaday
Penn's Grove School	610-932-6615 301 South Fifth Street, Oxford, PA 19363
Principal.....	Mrs. Tami Motes
Hopewell Elementary School	484-365-6150 602 Garfield Street, Oxford, PA 19363
Principal.....	Dr. Nicole N. Addis
Nottingham Elementary School	610-932-6632 Fax: 610-932-4630 736 Garfield Street, Oxford, PA 19363
Principal.....	Mrs. Lisa Yingst-Pyle
Elk Ridge School	610-932-6670 Fax: 610-932-7836 200 Wickersham Road, Oxford, PA 19363
Principal.....	Mr. Herbert Hayes
Jordan Bank Elementary School	610-932-6625 Fax: 610-932-6662 536 Hodgson Street, Oxford, PA 19363
Principal.....	Dr. David J. Hamburg

The Oxford Area School District complies with:

Title IX – It is the policy of the Oxford Area School District not to discriminate on the basis of sex in its educational programs, activities, or employment practices as required by Title IX of the 1072 Education Amendments. Inquiries regarding the compliance with Title IX may be directed to the Director of Human Resources, Title IX Coordinator, at 125 Bell Tower Lane, Oxford, PA 19363 or phone 1-610-932-6665 or to the Director of the Office of Civil Rights, Department of Education, Washington, D.C. 20201.

Section 504 – It is the policy of the Oxford Area School District not to discriminate against any qualified handicapped person in the employment and operation of its schools, its educational programs, services, and activities and in any other areas where compliance is required by Section 504 of the Rehabilitation Act of 1973. Inquiries may be directed to the Director of Human Resources, Title IX Coordinator, at 125 Bell Tower Lane, Oxford, PA 19363 or phone 1-610-932-6665 or to the Director of the Office of Civil Rights, Department of Education, Washington, D.C. 20201.

The Oxford Area School District is a tobacco-free institution. It is the policy of the Oxford Area School District that smoking and the use of tobacco products be prohibited in all buildings and on school property, buses, vans, and vehicles that are owned, leased, or controlled by the district.

Welcome to the Oxford Area School District (OASD)

This handbook is designed to assist parents in becoming better acquainted with their child's elementary school experience. The elementary school years are most important as they introduce children to the formal learning process. It is the objective of the OASD to make this experience positive and fruitful.

The goal of the OASD is to provide a solid foundation grounded in the basic fundamental skills making life-long learning a reality. The elementary program emphasizes reading, spelling, grammar and writing, mathematics, science, health, social studies and geography, art, music, and physical education.

Our responsibility is to nurture and develop the whole child. This is achieved through a variety of guided experiences, which allows each individual child to grow and develop at his/her own rate. The elementary school program, while providing standards based instruction, also emphasizes the social and emotional growth of each child.

Successful achievement and growth during the elementary school years requires cooperation between the school and the home. The OASD elementary schools will work cooperatively with parents in bringing about a more positive and rewarding experience for the children. The schools urge parents to take an active interest in school activities and support them through attendance and visitation.

Through support, cooperation, and communication, your child's primary school experience will be successful. To this end, we pledge our commitment.



OXFORD AREA SCHOOL DISTRICT

MISSION STATEMENT

The mission of the Oxford Area School District is to have all students achieve academic excellence in a safe and nurturing environment. In partnership with families and the community, we will prepare each student to be a confident, contributing, productive and responsible citizen.

INDEX

Mission Statement.....	3
Message for Parents.....	5
Instructional Program Description.....	7
Reporting Pupil Progress.....	9
Pupil Records.....	10
Withdrawal & Transfer.....	11
Medications.....	11
Change of Status.....	11
Attendance Rules.....	12
Other Services	13
Special Education Program.....	13
Frequently Asked Questions.....	14
Closings.....	17
School Bus Transportation.....	17
School Wide Positive Behavior.....	19
Discipline Plan.....	19
Safe School Procedures.....	19
Student Rights and Responsibilities.....	19
Student Records.....	28
Services to Students.....	29
Protection of Pupil Rights Amendment (PPRA).....	30
No Child Left Behind.....	32
Oxford Area School District Policies.....	33
Title 1 District Compact	34

A Message for Parents

We cordially invite and encourage parents to read the OASD's Student-Parent Handbook in its entirety. This handbook describes the program, policies, and services available to your son or daughter at the OASD. If specific questions remain unanswered after reading this handbook, please contact the building principal for more clarification.

Parent Conference with Teachers

The faculty is available to confer with parents at any time. Please call, email or send a written note to the teacher to arrange a convenient time. If you have a question, which your child cannot explain, a call, email or written note to the school will often answer it.

The school will schedule a conference for all parents during the fall. Parents are encouraged to attend this conference appointment. At the scheduled conference, parents will be informed of their child's academic and social growth as well as their adjustment to school routines.

Visitations

Parents are always welcome to come and see their child at work in a school setting. Please call, email or send a note to schedule a time with your child's teacher. The school and teachers schedule time throughout the year when parents can come and visit the classroom. If you are planning to have lunch with your child, please observe the following rules: outside food is not permitted; siblings may attend lunch but parents and siblings will not be permitted on the playground for recess. All visitors must report to the office to sign in/out and be scanned into the electronic visitor management system for school safety.

Parent Messages to Teachers and/or Pupils

If your child must leave school in a manner that differs from his/her regular routine, you **must** send a note to school giving permission for this change in routine. Unless an emergency situation arises, it is best to request change in dismissal procedure in a note rather than a phone call.

School Messenger Notification Service

The Oxford Area School District has adopted the **School Messenger Notification Service**, which will allow us to send a telephone or e-mail message to you providing important information about school events or emergencies. We anticipate using School Messenger to notify you of school delays or cancellations due to inclement weather, as well as remind you about various events. In the event of an emergency at school, you can have peace of mind knowing that you will be informed immediately by phone or email.

What you need to know about receiving calls, emails or texts sent through SCHOOL MESSENGER

- Caller ID will display the school's main number when general announcement is delivered.
- Caller ID will display 411 if the message is an urgent emergency.
- SCHOOL MESSENGER will leave a message on any answering machine or voicemail.
- If the SCHOOL MESSENGER message stops playing, press any key 1-9 and the message will replay from the beginning.

The successful delivery of information is dependent upon **accurate contact information** for each student. Please make certain that we have the phone number, email address and cell phone number you would like us to use. **If this information changes during the year, please let us know immediately.**

Early Arrival

School supervision of students begins at 8:20. Students who participate in the School Breakfast Program will be permitted to enter the school's main entrance starting at 8:10 (the doors will be locked until 8:10). They should go directly to the Multi-Purpose Room/Cafeteria. All other students that enter before 8:20 should remain in the lobby **under the supervision of their parent/guardian.**

Oxford PTO

The Oxford PTO is the parent organization for all the schools in the district. The purpose of the PTO is to improve communication between the home and schools, to provide support for school programs, and to encourage parent involvement in the education of our children. The PTO meetings are typically held monthly and are announced in the school and PTO Facebook. Parents and community members are encouraged to become active members and support this worthwhile organization and its programs.

Find us on the Web at: <http://www.oxfordasd.org>

The district web site will provide you with information on all the schools as well as newsletters, PTO information, school menus, homework help, fun pages and even the weather.

Channel 68

The Oxford Area School District's monthly Board meetings are broadcasted on the local cable channel 68. Also, school and district news items are displayed on the channel 68 as well as special school and district programs.

Instructional Program Description

Language Arts

The OASD's program in Language Arts emphasizes the sequential development of skills, concepts and learning strategies in speaking, listening, reading, writing, grammar, and penmanship to meet the PA Core Standards and district grade level benchmarks.

Reading

The Reading program includes a balanced literacy approach to instruction. Phonemic awareness, phonics, fluency, vocabulary, text comprehension, and writing are our focus. Student skills, reading strategies and comprehension are systematically taught, modeled, developed, and assessed.

Reading intervention is provided to students who are identified through standardized assessments and classroom teacher recommendation, reading specialist and/or other professional staff as needing more support to meet grade level benchmarks. Small group instruction is provided several times each week by the reading specialist as part of the Title 1 Reading Program and/or reading tutors provide individual support under the direction of the reading specialist.

Enrichment reading is provided in the regular classroom for all students reading above grade level. Additional enrichment activities will be provided as a part of our Multi-Tiered Systems of Support model.

English

At the elementary grades, speaking and listening skills are emphasized through sequentially developed activities. Grammar, usage, and punctuation are introduced and developed throughout a child's elementary school experience. Children are given opportunities to clearly express themselves in both oral and written assignments. *Reading Streets* by Pearson is the English Language Arts series utilized in grades kindergarten through fifth grade. The series provides a focus on fiction and informational text. *Reading Streets* provides an alignment to the Common Core Standards and supports higher levels of reading and writing. The *Literature* series by Pearson is the English Language Arts edition provided to our sixth grade students. This series is aligned to the Common Core Standards which set higher expectations and demand increased rigor through three instructional shifts: building knowledge, citing text evidence, and working through complex texts, academic language and vocabulary. The *Literature* series provides opportunities to address students' writing and research skills. The area of assessment is embedded throughout the series and students will be assessed through formative and summative assessments.

Mathematics

The mathematics program is designed to meet the Pennsylvania State standards and district grade level benchmarks. The *Math in Focus* program is used to emphasize Numeration and Counting, Operations and Relations, Problem Solving and Mental Arithmetic, Data Collection and Analysis, Geometry, Measurement, Money, Time, Rules and Patterns, and Beginnings of Algebra. The students will be taught concepts such as how to say, read and write numbers,

counting patterns, place value, number facts, operation families for addition and subtraction, collecting and ordering data, tables, graphs and charts, clocks, calendars, problem solving, etc. Student skills, strategies and concepts will be taught, modeled, and assessed by the classroom teacher throughout the school year.

Social Studies

The Social Studies program emphasizes an understanding of self, family, neighborhood, community, city, state, country and world. At the primary level, instruction is focused on family, seasonal concepts, the Oxford community, and other local communities to develop an understanding of citizenship, geography, history, and economics.

Science

The science program is designed for building inquiry and STEM skills and optimized for learning in the classroom or at home, on a laptop, tablet, or using a science textbook. The digital curriculum, virtual labs, hands-on activities, and write-in science textbook develop important critical-thinking skills that prepare students for success in future science courses and in the workplace.

Library Program

Each elementary school has a librarian who meets with classes on a scheduled basis to achieve the following objectives:

1. To teach the basic concepts in the use of the library.
2. To offer materials, which support the curriculum and also provide for individual needs.
3. To stimulate interest in reading and appreciation for good literature.
4. To work with teachers in the selection and use of library materials.

Art Program

Each elementary school has an art teacher who meets with classes on a scheduled basis. The elements and principles of design and art appreciation are incorporated into a spiral concept of sequential development based on ability level and needs of students. The importance of students having the ability to relate themselves to visual arts occurring every day in their lives is stressed. Focus is placed on the process instead of the final product.

Music Program

Each elementary school has a music teacher who meets with classes on a scheduled basis. Music concepts and skills are taught through vocal music and Orff instrument instruction. Beginning in 4th grade at Nottingham, students are offered the opportunity to join Band, Chorus, and/or Orff Ensemble. The practices for these three 4th grade Nottingham programs are held during the week beginning promptly at 7:30AM.

Physical Education Program

Each elementary school has a physical education teacher who meets with classes on a scheduled basis. The primary school's physical education program is comprised of basic skills, movement exploration, and self-testing activities, along

with some team-oriented sports. The program promotes physical fitness, neuromuscular development, and the acquisition of socially desirable traits, which contribute to the overall fitness of the child. Adaptive physical education classes are provided for children who are unable to participate in regular classes.

Sneakers are required of all students. Girls are requested to wear shorts or slacks.

If a child is not to participate in physical education, ***a note from the doctor MUST be provided.***

Gifted Education

An enrichment program exists for students who have been identified as gifted. Annual meetings with parents are held to develop an Individualized Education Plan (GIEP) for each child.

English as a Second Language

Students whose primary language is not English receive regular intervention in the English language. ESL Program Specialists will provide support in all subject areas by assisting in the growth of language proficiency by teaching the PA Language Proficiency Standards (LPS).

Reporting Pupil Progress

Report Cards

Report cards are available at the end of each quarter in electronic format through the Power School Parent Portal which can be found on the district web site. Parent conferences are scheduled in November and February prior to the end of the first and second marking period. The report card will indicate the student's progress toward meeting the Pennsylvania Core Standards and grade level benchmarks.

Reporting Student Progress

Parents are contacted by phone, email, or written communication whenever the teacher determines that a student is performing below grade level. The classroom teacher assesses student progress on an ongoing basis throughout the school year and will make recommendations for additional regular classroom support, home support, referral to Instructional Support Team/MTSS, Title 1 Reading, Guidance or other school support services.

Nottingham School (Grades 3, 4)
Hopewell School (Grades 5, 6)

Grades reported on the student report card will reflect the following scale:

A+	97-100
A	93-96
A-	90-92
B+	87-89
B	83-86
B-	80-82
C+	87-89
C	83-86
C-	80-82
D+	67-69
D	65-66
F	0-64

At Nottingham, students will receive a Performance Achievement Indicator (Number 1-4) grade for the four Specialty Areas (Library Media, Physical Education, Art and Music).

Achievement

4 = Advanced

3 = Proficient

2 = Basic

1 = Below Basic

At Hopewell, students receive a grade of A+, A, A-, B+, etc... for Specialty Areas (Physical Education, Health, Art, Music, and World Language). The grade for Library Media is provided to English Language Arts teachers.

Promotion - Retention

Sometimes students need additional time for instruction and/or emotional growth to take place. Teachers will discuss with parents the reasons for retaining a child. The school district believes it has the necessary information to make an intelligent, informed decision regarding retention. Parents objecting to this recommendation should schedule a conference with the school principal.

Pupil Records

Parents may review, inspect, or copy their child's educational records. Upon prior request, an explanation of the information contained in the records will be provided to parents in a conference with a school official. A duplication fee is charged by the school for making personal copies of any records.

Withdrawal and Transfer

Parents should notify the elementary school where their child attends at least one week in advance when withdrawing the child from that school. Parents should inform the principal regarding the date of the move, the new address, and the name of the new school their child will be attending. The Oxford Area School District will provide up-to-date academic information and other scholastic and health records to the new school upon its request. Parents must sign a release form for these records prior to moving.

Medications

Students are **NOT** permitted to be in possession of any type of medication, prescription or over-the-counter, including cough drops. Any medications that must be given during the school day must be given to the School Nurse, with the doctor's order attached and clearly labeled. Students found to be in possession of medications are subject to suspension and other discipline as outlined in District Policy 5430.

Change of Status

Parents are asked to notify the school immediately should there be any changes in:

- Your home address
- Your home, business, or cellular telephone number
- Your emergency contact person
- Custody order

If parents are going on a trip without taking their child along, a limited power of attorney is advisable and should be left with the guardian. This will enable prompt attention for accident or medical problems without complications.

Attendance Rules

A strong correlation exists between school attendance and school success. Regular attendance is necessary to derive the maximum benefit from the student's educational program. In order to take advantage of the opportunities and experiences that are planned, your child should be in attendance every day. However, some absences are necessary, and arrangements must be made with the school for the child to make up missed work. In case of prolonged absences, the parent should contact the school for homebound instruction.

Attendance

Excuse for Absence

School Board Policy 5150 states that it shall be the duty of each school principal to vigorously enforce and strictly interpret the compulsory attendance laws as stated in the Pennsylvania School Code.

Every day that a student is absent or tardy **MUST** be explained by a written note, email or fax from the student's parent or guardian. Absences of three (3) consecutive days will require a note from a physician. Principals have the authority to require a written excuse from a physician in any case as deemed necessary. **Failure to produce a required excuse within three (3) school days from the student's return to school shall cause an absence or tardy to be considered "unlawful."** Unlawful tardies and early dismissals will be combined into one (1) unlawful absence when 120 minutes have accumulated.

If a student is denied school transportation for disciplinary reasons, the compulsory attendance laws still apply. **Students who are absent because transportation is not provided shall be considered unlawfully absent.**

Absences and tardies are classified as excused (lawful) for temporary periods for:

- A bona fide religious holiday
- Tutorial work in a field not offered in the district's curricula
- To obtain non-school professional health care
- Illness or other urgent reasons such as funerals
- Educational Activity (See also policy 5160)
- Students receiving homebound instruction are counted as present

If your child is sick or going to be late, please let your child's elementary school know by 9:00 am. This process provides additional safety and security for the children.

IMPORTANT NOTE: A maximum of ten days of cumulative lawful absences, verified by parental notification, may be permitted during a school year (as specified in Pennsylvania School BEC 24 P.S. 13-1327). ***All absences and tardiness beyond ten cumulative days require an excuse note from a physician.***

Unlawful Absences

Parents will receive notices of unlawful absences in the mail. A parent conference will be required after the issuance of a second unlawful absence. Parents of students accumulating four unlawful absences will be prosecuted as provided in the School Code of Pennsylvania.

Anticipated Educational Absences

In cases where parents schedule educational trips during the school year, the **parent should notify the school in writing at least one week in advance of their planned departure**. Students will be expected to make-up all school work during this absence. Parents are discouraged from scheduling family vacations during the 182 days that students attend school. It is very difficult for students to make-up work over an extended period of time.

Early Dismissals

1. Students are not to be picked up early or arrive late on a regular basis. Early dismissals and late arrivals should be reserved for unusual circumstances only. If a student is to be picked up before the end of the school day, a note from home stating the reason for the early dismissal must be submitted. The note must be given to the homeroom teacher. Parents/guardians must sign out the student in the main office. Students will be called to the office for early dismissal once they have been signed out.

2. No child will be permitted to leave school with persons other than his/her parents, or designated emergency contacts, unless a written statement regarding the authorization for an alternate caregiver is received from the parents and is approved by the office.

Please refrain from making changes to dismissal after 2:45 pm.

Other Services

Breakfast and Lunch

Breakfast and lunch are provided in the school cafeteria daily. Breakfast begins at 8:10 in each building and lunch times vary depending on school schedules. More information about food services can be accessed on the district website and account information can be accessed using www.myschoolaccount.com.

Accidents

In instances where children are hurt at school, parents will be contacted either by the school nurse, principal, or teacher. When accidents are of a serious or questionable nature, additional medical attention may be advised.

School Accident Insurance

Insurance is made available to you on a voluntary basis at the start of the school year.

Special Education Program

The Oxford Area School District provides a special education program appropriate for identified students. Emphasis in this program is on the development of basic skills, concepts and learning strategies as well as the practical training for

success in vocational, educational, social and emotional areas for adult life. The students are also expected to meet the Pennsylvania State Standards and grade level benchmarks.

Learning Support teachers are available in all buildings to support identified Special Education students in their regular classroom program and special education program.

Specialists are available to provide occupational therapy, physical therapy, speech and language therapy, as well as vision and hearing consultations. Specialized services and psychological services are available for all exceptional students. Parents may request a psychological evaluation through the professional staff and/or in writing to the Special Education Director.

Guidance Services

The elementary guidance counselor works with individual pupils, small groups of children, and entire classrooms to help pupils with different problems that may be interfering with their learning. The counselor meets with parents, teachers, and other specialists in an effort to help students with academic and personal problems.

Health Services

As required by the State, routine screenings are done for height, weight, vision and hearing. Parents will receive a letter with the screening results. Educational programs are offered. Special needs of children are recognized and assistance is available.

The students can come to the health room for care, health guidance, and educational projects.

Homelessness

If you and your family are experiencing homelessness, you may qualify for services under the McKinney-Vento Homelessness Assistance Act. Please contact your child's counselor for assistance and how to apply.

Multi-Tiered Systems of Support (MTSS)/Instructional Support Team (IST)

The Multi-Tiered Systems of Support / Instructional Support Team (IST) is a program whose goals are to maximize individual student success in the regular classroom while at the same time, serving as a screening process for students who may be in need of additional services. MTSS/IST is a positive, success-oriented program, which uses specific assessment and intervention techniques to help remove educational, behavioral, or affective stumbling blocks for all students in the regular classroom. All students receive specifically targeted instruction through MTSS/IST.

Frequently Asked Questions

Homework

Homework is defined as additional needed preparation in a given subject area. Such assignments provide essential practice in needed skills and/or enrich, enhance, or extend school experiences. Homework encourages growth in

responsibility, gives practice in developing good work habits, and affords opportunities for increasing self-direction and learning how to budget time wisely. Homework needs to be geared to the student's grade level. Generally, pupils are assigned approximately ten minutes per grade level of homework during the week. Assignments over the weekend are limited.

It is the student's responsibility to complete all homework assignments. Students will be given time to complete make-up work, equal to the number of days they were absent, e.g., if a student is absent one day, s/he is given one day to turn in assignments; if a student is absent two days, s/he is given two days to turn in assignments. Make-up work will be allowed for all absences. It is the responsibility of the student to pick up make-up assignments on the day s/he returns to class. A building administrator may make exceptions to any provision of this paragraph when unusual circumstances arise.

The teacher will notify parents when failure to turn in work becomes a problem. A conference will be held with the teacher, parent/guardian, student, and the principal if this continues.

Books and Supplies

Textbooks, workbooks, and supplies are provided by the school district for each child. Students are reminded that textbooks and workbooks are on a loan basis. Parents will be asked to pay for lost or damaged books and workbooks.

Solicitations

Solicitations of or by students for any charities or distribution of handouts may not be conducted during school hours or on school property except by permission of the superintendent.

Electronics

Electronic devices include, but are not limited to: iPads, iPods, tablets, cell phones, electronic games and MP3 players. Without prior staff approval (please refer to the BYOD policy), students are not permitted to use any type of electronic device at school. Prior to entering the school, students must ensure that all electronic devices are turned off and are stored in their book bags.

Potentially dangerous devices, such as laser pointers, are never permitted on school grounds.

The Oxford Area School District does not assume any responsibility for loss or damage to electronic devices that students bring to school. If any electronic device is confiscated from a student, that student's parent/guardian must come to the main office to retrieve the device.

Toys

Unless approved in advance by the teacher for an educational purpose in the classroom, toys are not to be brought to school.

Dress Code

Students should dress respectfully, while being comfortable for active learning and play at recess. Children go outside for recess daily, so please have them dress appropriately for the weather. All OASD schools are climate-controlled building; therefore your child can be comfortable in the hottest weather. Shorts may be worn, as weather permits. Footwear that poses a safety hazard when traveling in the hallways, stairwells or PE classes such as shoes without backs (e.g. flip flops) is not permitted. Also, due to safety concerns, *Heelies* (shoes with wheels) are not permitted in school. However, these shoes can be worn if the **wheels are removed and left at home**. Headwear of any kind is not permitted to be worn in school. *Your child's appearance should not be a distraction to the learning environment*. Students wearing tee-shirts or other clothing depicting violence, drugs, drug paraphernalia, alcohol, weapons, and/or inappropriate language or pictures will be asked to change into appropriate clothing provided by either home or school. The following is a list of unacceptable attire:

- Spandex clothing
- Revealing clothes (muscle shirts, tank tops, bare midriffs, halter tops, mini-skirts, short shorts, pants worn below hips, ripped or shredded jeans)
- Hats, hoods, bandanas, or sweatbands of any kind while in the building
- Sunglasses while in the building
- Chains and spiked clothing/jewelry
- Footwear that poses a safety hazard when traveling in the hallways, stairwells or PE classes
- Any other article of clothing which disrupts the educational process or is a health or safety hazard

Gum

Gum is not permitted on school grounds during the school day. Disciplinary action will be taken for violation of this rule.

Classroom Snacks/Birthday Celebrations

School Board Policy 5620 states that all food served in the school will comply with the current USDA Dietary Guidelines for Americans and adhere to the District's Nutrition Standards. This includes birthday celebrations, classroom rewards and other food brought in from home to be shared with the class. Simply stated, food high in calories and refined sugar or saturated fat will not be permitted to be part of birthday celebrations i.e. cupcakes, cakes, candy, cookies, brownies, etc. There will be special classroom celebrations during the school year where some of these items may be available, that will be balanced with a selection of healthy alternatives allowing the students to choose. Please refer to the nutritious snack list on our website.

School Newsletters

School newsletters will be available on our each school's website.

Tobacco Free Schools

The Oxford Area School District is a Tobacco-free institution. It is the policy of the Oxford Area School District that smoking and the use of tobacco products be prohibited in all buildings and on school property, buses, vans and vehicles that are owned, leased or controlled by the district.

School Closings Due to Weather and Other Emergencies

In the event that inclement weather requires the delay, early dismissal or closing of schools, the SCHOOL MESSENGER Notification Service will be implemented (see page 5 and 6 of the handbook for more specific information about this service). You will receive a telephone call, email or text notifying you about the weather or other emergency related changes to the normal school schedule. ***Please make sure we have up-to-date telephone numbers and other contact information.***

Students and parents are also encouraged to listen to the radio and television stations, or the district website to secure information regarding school closings, early dismissals and late openings. A listing of radio and television stations is presented below.

If the children are in school during a weather event, the school will continue in session for the normal school day unless some extreme circumstances necessitate closing early. We ask parents and children to develop an emergency plan in the event that parents are not at home when an emergency occurs.

Stations:

RADIO: WCOJ (Coatesville) 1420; WDAC 94.5; KYW 1060
TV: WCAU - Channel 10; WGAL - Channel 8
Armstrong Cable Channel 68

School Bus Transportation

School bus transportation is an extension of the school system and the standards set by the individual school should be carried over onto the school bus. The school bus driver is in complete control of the bus that he/she operates and is charged with the safety and discipline of the occupants. Students must abide by established rules and regulations concerning conduct on the buses. The use of bus transportation to and from school is a **PRIVILEGE**, not a right. If the conduct of a student while riding a bus is such that it jeopardizes the safety of others, or is otherwise obnoxious or undesirable, this privilege may be denied. Acting on the recommendations of the bus driver, a building principal is the **ONLY** person who has the authority to suspend or dismiss a student from riding a school bus. All students must ride the bus to which they have been assigned. Students may not get off buses at any stop other than their designated stop unless they have a written permission from parent/guardian, which has previously been presented to the building principal for approval. If an emergency situation arises and your child needs to ride a different bus, **prior permission must be obtained. If approved,**

the permission slip must be presented to the school bus driver prior to boarding the bus; on some occasions **the bus cannot accommodate additional passengers. In this case the request cannot be approved. A parent or guardian of a kindergarten student must be present at the bus stop at dismissal in order for the driver to release the child from the bus.**

Safe School Bus Riding Tips

Waiting for the Bus:

- Arrive at your bus stop at least 5 to 10 minutes early
- Wait for your bus in a safe, visible area off the road
- Be considerate of others

Boarding the Bus:

- Wait for your bus to come to a complete stop
- Board the bus in an orderly manner
- Go directly to a seat and sit down

While on the Bus:

- **Remain seated while bus is moving**
- Follow school bus driver's instructions at all times
- Keep aisles clear at all times
- Talk quietly
- Keep hands and head inside bus at all times
- Do not throw objects in bus or out of windows
- Do not damage or litter bus in any way
- **Keep your hands and feet to yourself at all times**

Leaving the Bus:

- Remain seated until the bus comes to a complete stop
- Leave bus in an orderly manner
- Watch carefully for traffic before crossing in front of bus
- Be sure to look both ways before crossing

Entering and Exiting School Property

Students walking to and from school must use sidewalks. The use of bus loading and unloading zones for walkers is strictly prohibited during school arrivals and departures.

Video/Audio Surveillance

The Oxford School District has authorized the use of video/audio cameras throughout the campus, inclusive of buses. These cameras can record both what is said and done. The video/audio cameras will be used to monitor student behavior to maintain order and to promote and maintain a safe environment. Students and parents are hereby notified that the content of the tapes may be used in a student disciplinary proceeding. The contents of the tapes are confidential student records and will be safeguarded. Tapes will be retained only if necessary for use in a student disciplinary proceeding or other matter as determined

necessary by the administration. Parents may request to review the tapes of their child if the tapes are used in a disciplinary proceeding involving their child.

School Wide Positive Behavior System

All OASD schools have established a School Wide Positive Behavior Plan that will be used throughout the building and in the classrooms. This plan will encourage student behavior that reflects the following goals: **Respect, Responsibility, Honesty, Effort, and promoting a Safe School Environment.** Positive reinforcement will be given to students for appropriate behavior in the form of praise, “Bee” tickets or “Stingers, public address announcements, Principal visits, certificates and other awards.

Discipline Plan

At the beginning of each school year, a Discipline Plan will be reviewed with the students by the teachers and will be sent home for parents to review with students. Parents are to sign the designated area of the plan and should return the signed slip to the student’s classroom teacher. The plan will address general rules, playground rules, lunchroom rules and consequences for inappropriate behavior. Additional copies of this Discipline Plan will be sent home if requested by the parents.

Safe School Procedures

All visitors, including parents and parent volunteers, **MUST show acceptable form of identification upon entering the building** and pick-up a Visitor's Pass/Sticker in the Main Office. All the doors to the building will be locked after the students arrive in school. All Visitors, Volunteers, and Parents will need to enter and exit the building through the Main Entrance. Teachers will not be permitted to release a child from his/her classroom unless they receive a written permission from the office. These procedures will ensure greater safety and security for the children during our school day.

Rights and Responsibilities Chapter 12

The Oxford Area School Board adopts Chapter 12: Student Rights and Responsibilities Regulations of the State Board of Education of Pennsylvania approved September 13, 1974; Section 12.31 and 12.32 approved July 14, 1974 and amended July 15, 1977; Chapter amended March 10, 1983---effective February 18, 1984.

Chapter 12 includes information about student responsibilities, school rules, discrimination, corporal punishment, suspension and expulsion, hearings, freedom of expression, the Pledge of Allegiance, hair and dress, confidential communications, searches, and student records.

Students Rights and Responsibilities

Introduction

Self-discipline is the ideal. In the event that the student does not follow that ideal, the Oxford Area School Board has the authority to make reasonable and necessary rules governing the conduct of students in school, as provided by section 1317 of the School Code of the Commonwealth of Pennsylvania:

Authority of Teachers, Vice Principals, and Principals over Pupils.

- Faculty and administration should know and respect student rights.
- Students should respect the rights of faculty and administration.
- Students must obtain permission for activities and/or requests not covered specifically in the handbook.
- Students involved in school activities with faculty supervision shall have access to the building until 3:30 p.m. when school is in session.
- Students have a right to confidentiality concerning their personal, social, and emotional development.
- A student may be elected by the student body as a non-voting member of the school board.
- The Oxford Area School Board adopts Chapter 12: Student Rights and Responsibilities Regulations of the State Board of Education of Pennsylvania approved September 13, 1974; Section 12.31 and 12.32 approved July 14, 1974 and amended July 15, 1977; Chapter amended March 10, 1983—effective February 18, 1984.

12.1 Free Education and Attendance

- (a) All persons residing in this Commonwealth between the ages of 6 and 21 years are entitled to a free and full education in the Commonwealth's public schools.
- (b) Parents or guardians of all children between the ages of 8 and 17 are required by the compulsory attendance law to ensure that their children attend an approved educational institution, unless legally excused. Students who have reached 17 years of age may not be asked to leave school if they are fulfilling their responsibilities as students. A student may not be excluded from the public schools or from extracurricular activities because:
 - (1) The student is married
 - (2) The student is pregnant
 - (3) The student has a disability as identified by Chapter 15 (relating to protected handicapped students)
 - (4) The student is an eligible student identified under Chapter 14 (relating to special education services and programs)

12.2 Student Responsibilities

- (a) Student responsibilities include regular school attendance, conscientious effort in classroom work and homework, and conformance to school rules

and regulations. Most of all, students share with the administration and faculty a responsibility to develop a climate within the school that is conducive to wholesome learning and living.

- (b) No student has the right to interfere with the education of fellow students. It is the responsibility of each student to respect the rights of teachers, students, administrators, and all others who are involved in the educational process.
- (c) Students should express their ideas and opinions in a respectful manner.
- (d) It is the responsibility of the students to conform with the following:
 - (1) Be aware of all the rules and regulations for student behavior and conduct themselves in accordance with them. Students should assume that until a rule is waived, altered or repealed in writing, it is in effect.
 - (2) Volunteer information in matters relating to the health, safety and welfare of the school community, and the protection of school property.
 - (3) Dress and groom to meet standards of safety and health, and not to cause substantial disruption to the educational processes.
 - (4) Assist the school staff in operating a safe school for all students enrolled therein.
 - (5) Comply with Commonwealth and local laws.
 - (6) Exercise proper care when using public facilities and equipment.
 - (7) Attend school daily and be on time at all classes and other school functions.
 - (8) Make up work when absent from school.
 - (9) Pursue and attempt to complete satisfactorily the courses of study prescribed by the Commonwealth and local school authorities.
 - (10) Report accurately in student media.
 - (11) Not use obscene language in student media or on school premises.

12.3 School Rules

- (a) The governing board has the authority to make reasonable and necessary rules governing the conduct of students in the school. The rule-making power, however, is not unlimited; it must operate within statutory and constitutional restraints. A governing board has only those powers which are enumerated in the statutes of this Commonwealth, or which may reasonably be implied or necessary for the orderly operation of the school.
- (b) Governing boards may not make rules which are arbitrary, capricious, discriminatory, or outside their grant of authority from the General Assembly. A rule is generally considered reasonable if it uses a rational means of accomplishing some legitimate school purpose.
- (c) Each governing board shall adopt a code of student conduct that includes policies governing student discipline and listing of student rights and responsibilities as outlined in this Chapter. This conduct code shall be published and distributed to students and parents or guardians. Copies of the code shall also be available in each school library.

12.4 Discrimination

Consistent with the Pennsylvania Human Relations Act (43 P.S. §§ 951–963), a student may not be denied access to a free and full public education, nor may a student be subject to disciplinary action on account of race, sex, color, religion, sexual orientation, national origin, or disability.

12.5 Corporal Punishment

- (a) Corporal punishment is defined as physically punishing a student for an infraction of the discipline policy. Use of corporal punishment is prohibited.
- (b) Teachers and school authorities may use reasonable force under the following circumstances.
 - (1) To quell a disturbance.
 - (2) To obtain possession of weapons or other dangerous objects.
 - (3) For the purpose of self-defense.
 - (4) For the protection of persons or property.

12.6 Exclusions from School

- (a) The governing board shall define and publish the types of offenses that would lead to exclusion. Exclusion affecting certain exceptional students with disabilities shall be governed by §§14.143, and 34 CFR 300.519-300.529 (relating disciplinary procedures).
- (b) Exclusion from school may take the form of suspension or expulsion.
 - (1) Suspension is exclusion from school for a period from one to ten consecutive school days.
 - (i) Suspensions may be given by the principal or person in charge of the public school.
 - (ii) A student may not be suspended until the student has been informed of the reasons for the suspension and given the opportunity to respond. Prior notice of the intended suspension need not be given when it is clear that the health, safety, or welfare of the school community is threatened.
 - (iii) The parents or guardians and the superintendent of the district shall be notified immediately in writing when the student is suspended.
 - (iv) When the suspension exceeds three school days, the student and parent shall be given opportunity for an informal hearing consistent with the requirements set forth in §§ 12.8 c (relating to hearings).
 - (v) Suspensions may not be made to run consecutively beyond the ten school day period.
 - (vi) Students shall have the responsibility to make up exams and work missed while being disciplined by suspension and shall be permitted to complete these assignments within guidelines established by the governing board.
 - (2) Expulsion is exclusion from school by the governing board for a period exceeding ten school days and may be permanent expulsion from the school rolls. All expulsions require a prior formal hearing under §§ 12.8 (relating to hearings).

- (c) During the period prior to the hearing and decision of the governing board in an expulsion case, the student shall be placed in his normal classes except as set forth in subsection (d).
- (d) If it is determined after an informal hearing that a student's presence in his normal classes would constitute a threat to the health, safety, or welfare of others, and it is not possible to hold a formal hearing within the period of suspension, the student may be excluded from school for more than 10 school days. A student may not be excluded from school for longer than 15 days without a formal hearing unless mutually agreed upon by both parties. Any student so excluded shall be provided with an alternative education which may include home study.
- (e) Students who are under 17 years of age are still subject to the compulsory school attendance law even though expelled, and shall be provided an education.
 - (1) The initial responsibility for providing the required education rests with the student's parents or guardian, through placement in another school, tutorial or correspondence study, or another education program approved by the district's superintendent.
 - (2) Within thirty days of governing board action the parents or guardians shall submit to the school district written evidence that the required education is being provided as described in paragraph (1) or that they are unable to do so. If the parents or guardians are unable to provide the required education the school entity shall, within 10 days of receipt of the notification, make provision for the student's education. A student with a disability shall be provided educational services as required by the Individuals With Disabilities Education Act (20 U.S.C.A §§ 1400–1482).
 - (3) If the approved educational program is not complied with, the school entity may take action in accordance with with 42 Pa.C.S. Chapter 63 (relating to the Juvenile Act) to ensure that the child will receive the proper education. See §§12.1(b) (relating to free education and attendance).

12.7 Exclusion from Classes (in-school suspension)

- (a) No student may receive an in-school suspension unless the student has been informed of the reasons for the suspension and has been given an opportunity to respond before the suspension becomes effective.
- (b) Communication to the parents or guardian shall follow the suspension action taken by the school.
- (c) When the in-school suspension exceeds ten consecutive days, an informal hearing with the principal shall be offered to the student and the student's parent or guardian prior to the eleventh school day in accordance with the procedures in section 12.8 (relating to hearings)
- (d) The student's school entity has the responsibility to make provision for the student's education during the period of in-school suspension.

12.8 Hearings

- (a) Education is a statutory right, and students shall be afforded due process if they are to be excluded from school. In a case involving a possible expulsion, the student is entitled to a formal hearing.
- (b) A formal hearing is required in all expulsion actions. This hearing may be held before the governing board or a duly authorized committee of the board, or a qualified hearing examiner appointed by the board. When a committee of the board or a hearing examiner conducts the hearing, majority vote of the entire governing board is required to expel a student.
 - (1) The following due process requirements shall be observed with regard to the formal hearing:
 - (i) Notification of the charges shall be sent to the student's parents or guardians by certified mail.
 - (ii) At least 3 days' notice of the time and place of the hearing shall be given. A copy of the expulsion policy, notice that legal counsel may represent the student and hearing procedures shall be included with the hearing notice. A student may request the rescheduling of the hearing when the student demonstrates good cause for an expression.
 - (iii) The hearing shall be held in private unless the student or parent requests a public hearing.
 - (iv) The student may be represented by counsel at parents' or guardians' expense, and may have a parent or guardians attend the hearing.
 - (v) The student has the right to be presented with the names of witnesses against the student, and copies of statements and affidavits of those witnesses.
 - (vi) The student has the right to request that any such witnesses appear in person and answer questions or be cross-examined.
 - (vii) The student has the right to testify and present witnesses on his/her own behalf.
 - (viii) A written or audio record shall be kept of the hearing. The student is entitled, at the student's expense, to a copy. A copy shall be provided at no cost to a student who is indigent.
 - (ix) The proceeding shall be held within 15 school days of the notification of charges unless mutually agreed to by both parties. A hearing may be delayed for any of the following reasons, in which case the hearing shall be held as soon as reasonably possible:
 - (a) Laboratory reports are needed from law enforcement agencies;
 - (b) Evaluations or other court or administrative proceedings are pending due to a student invoking his/her rights under the Individuals With Disabilities Education Act (20 U.S.C.A. §§ 1400-1419);
 - (c) Cases involving juvenile or criminal court involving sexual assault or serious bodily injury, when delay is

- necessary due to the condition or best interests of the victim;
- (d) Notice of a right to appeal the results of the hearing shall be provided to the student with the expulsion decision.
- (c) Informal Hearings. The purpose of the informal hearing is to enable the student to meet with the appropriate school official to explain the circumstances surrounding the event for which the student is being suspended or to show why the student is being suspended or to show why the student should not be suspended.
- (1) The informal hearing is held to bring forth all relevant information regarding the event for which the student is being suspended. The parents or guardians and school officials can also discuss ways by which future offenses can be avoided.
- (2) The following due process requirements are to be observed in regard to the informal hearing:
- (i) Notification of the reason for the suspension shall be given in writing to the parents or guardians and to the student.
- (ii) Sufficient notice of the time and place of the informal hearing shall be given.
- (iii) A student has the right to question any witnesses present at the hearing.
- (iv) A student has the right to speak and produce witnesses on his/her own behalf.
- (v) The school entity shall offer to hold the informal hearing within the first five (5) days of the suspension.

12.9 Freedom of Expression

- (a) The right of public school students to freedom of speech is guaranteed by the Constitution of the United States and the Constitution of the Commonwealth.
- (b) Students have the right to express themselves unless such expression materially and substantially interferes with the educational process, threatens serious harm to the welfare of the school or community, encourages unlawful activity, or interferes with another individual's rights.
- (c) Students may use publications, handbills, announcements, assemblies, group meetings, buttons, armbands, and other means of common communication provided that the use of public school communication facilities shall be in accordance with regulations of the authority in charge of those facilities.
- (1) Students have the responsibility to obey laws governing libel and obscenity and to be aware of the full meaning of their expression.
- (2) Students have the responsibility to be aware of the feelings and opinions of others and to give others a fair opportunity to express their views.
- (d) Identification of the individual student or at least one responsible person in a student group may be required on any posted or distributed materials.
- (e) School officials may require students to submit for prior approval a copy of all materials to be displayed, posted, or distributed on school property.

- (f) Bulletin boards shall conform with the following:
 - (1) School authorities may restrict the use of certain bulletin boards.
 - (2) Bulletin board space should be provided for the use of students and student organizations.
 - (3) School officials may require that notices or other communications be officially dated before posting, and that such materials be removed after a prescribed reasonable time to assure full access to the bulletin boards.
- (g) School newspapers and publications shall conform with the following:
 - (1) Students have a right and are as free as editors of other newspapers to report the news and to editorialize within the provisions in paragraphs (4) and (5).
 - (2) School officials shall supervise student newspapers published with school equipment, remove obscene or libelous material and edit other material that would cause substantial disruption or interference with school activities.
 - (3) School officials may not censor or restrict material simply because it is critical of the school or administration.
 - (4) Prior approval procedures regarding copy for school newspapers must identify the individual to whom the material is to be submitted and shall establish a limitation on time required to make a decision. If the prescribed time for approval elapses without a decision, the material shall be considered authorized for distribution.
 - (5) Students who are members of the newspaper staff shall have access to its pages. Written criteria for submission of material by non-staff members shall be developed and distributed to all students.
- (h) The wearing of buttons, badges or armbands shall be permitted as another form of expression within the restrictions listed in subsection (c).
- (i) School officials may set forth the time and place of distribution of materials so that distribution would not materially or substantially interfere with the requirements of appropriate discipline in the operation of a school.
 - (1) A proper time and place set for distribution is one, which would give the students the opportunity to reach fellow students.
 - (2) The place of such activity may be restricted to permit the normal flow of traffic within the school and at exterior doors.

12.10 Flag Salute and Pledge of Allegiance

It is the responsibility of every citizen to show proper respect for this country and its flag.

- (a) Students may decline to recite the Pledge of Allegiance and may refrain from saluting the Flag on the basis of personal belief or religious convictions.
- (b) Students who refrain from such participation shall respect the right and interest of classmates who wish to participate.

12.11 Hair and Dress

- (a) The governing board may establish dress codes or require that students wear school uniforms. Policies may apply to individual school buildings or to all school buildings.
- (b) Students have the right to govern the length or style of their hair including facial hair. Limitations of this right must include evidence that the length and style of hair causes a disruption of the educational process or constitutes a health or safety hazard. When length or style of hair presents a health or safety hazard some types of covering shall be used.
- (c) Students may be required to wear certain types of clothing while participating in physical education classes, Industrial Arts, extra-curricular activities, or other situations where special attire may be required to insure the health and safety of the student.
- (d) Students have the responsibility to keep themselves, their clothes, and their hair clean. School officials may impose limitations on student participation in the regular instructional program where there is evidence that the lack of cleanliness constitutes a health hazard.

12.12 Confidential Communications

- (a) Use of a student's confidential communications to school personnel in legal proceedings is governed by statutes and regulations appropriate to the proceedings. See, for example, §42 PA. C.S. section 5945 (relating to confidential communications to school personnel).
- (b) Information received in confidence from a student may be revealed to the student's parents or guardians, the principal, or other appropriate authority where the health, welfare, or safety of the student or other persons is clearly in jeopardy.

12.13 (Reserved)

12.14 Searches

- (a) The governing board of every school entity shall adopt reasonable policies and procedures regarding student searches. The local education agency shall notify students and their parents or guardians of the policies and procedures regarding student searches.
- (b) Any illegal or prohibited materials seized during a student search may be used as evidence against the student in a school disciplinary proceeding.
- (c) Prior to a locker search, students shall be notified and given an opportunity to be present. However, where school authorities have a reasonable suspicion that the locker contains materials that pose a threat to the health, welfare, or safety of students in the school, student lockers may be searched without prior warning.

12.15 (Reserved)

12.16 Definitions

The following words and terms, when used in this chapter have the following meanings, unless the context indicates otherwise:

Governing Board - The board of school directors of a school district, joint school committee of a joint school or joint vocational school, intermediate unit board of directors, or the board of trustees of a charter school or cyber-charter school.

Corporal Punishment - A form of physical discipline that is intended to cause pain and fear and in which a student is spanked, paddled, or hit on any part of the body with a hand or instrument.

School Entity – Any local public education provider (E.G. public school, charter school, cyber-charter school, area vocational-technical school or intermediate unit.)

Student Assistance Program – A systematic process designed to assist school personnel to identify issues, including alcohol, drugs and others, which pose a barrier to a student’s learning and school success. Student assistance is a systematic process using effective and accountable personnel techniques to mobilize school resources to remove the barriers to learning, and where the problem is beyond the scope of the school, to assist the parent and the student with information so they may access services within the community.

Student Services – Services designed by a school entity to support the instructional program and to help students attain their educational and career goals. Services may include school guidance counseling, health services (as per article XIV of the public school code of 1949 (24 P.S. §§ 14-1401-14-1423) and 28 PA Code Chapter 23 (relating to school health)), psychological services, social work and student attendance services. School entities may supplement, but not supplant, these services through school-based, school-linked, or coordinated services provided by locally available social and human services agencies.

Student Records

12.31 General Requirements

- (a) The governing board of every school entity shall adopt a plan for the collection, maintenance, and dissemination of student records.
- (b) Copies of the adopted plan shall be maintained by the school entity and updated as required by changes in State or Federal law.
- (c) Copies of the plan shall be submitted to the Department of Education only upon request of the Secretary of Education.

12.32 Elements of the plan

The plan for student records must conform with applicable State and Federal laws, regulations and directives identified in guidelines issued by the Department.

12.33 (Reserved)

Services to Students

12.41 Students Services

- (a) Each school entity shall prepare a written plan for the implementation of a comprehensive and integrated K-12 program of the student services based on the needs of its students. The plan shall be prepared and revised in accordance with the time frames and procedures described in 22 PA Code § 4.13 (a), (b), (c), (d), (e), and (f) (relating to strategic plans). Services offered by community agencies in public schools shall be coordinated by and under the general direction of the school entity. The plan must include policies and procedures for emergency care and administration of medication and treatment under the Controlled Substance, Drug, Device and Cosmetic Act (35 P.S. §§ 780-101-780-144) and guidelines issued by the Department of Health. The Department of Health guidelines are available from the Division of School Health, Department of Health, P.O. Box 90, Harrisburg, Pennsylvania 17108.
- (b) Though the variety of student services offered will differ from school to school, depending upon its size and the needs of its students, the following categories of its services shall be provided by each local education agency in planning its student services:
- (1) Developmental services for students which address their developmental needs throughout their enrollment in school. Developmental services include guidance counseling, psychological services, health services, home and school visitor services and social work services that support students in addressing their academic, behavioral, health, personal, and social development issues.
 - (2) Diagnostic, intervention and referral services for students who are experiencing problems attaining educational achievement appropriate to their learning potential. Diagnostic services are used by student services staff to identify barriers that limit a student's success in school. Intervention services actively engage student services staff in activities planned to reduce or eliminate specific barriers to student success. Student services staff may arrange for referrals to other school-based or school-linked professionals or may refer parents and guardians to appropriate community-based services for assistance.
 - (3) Consultation and coordination services for students who are experiencing chronic problems which require multiple services by teams or specialists.
 - (i) Consultation services are used by student services staff, in partnership with parents or guardians, to obtain assistance to address barriers and issues that are outside the scope of the student services professional.
 - (ii) Consultation and coordination services may be used to assist in the diagnosis, intervention, or referral of students who face barriers to success.
 - (iii) Coordination services connect school resources with other available resources to assist students in meeting their educational objectives.
- (c) Student services must:

- (1) Be an integral part of the instructional program at all levels of the school system.
- (2) Provide information to students and parents or guardians about educational opportunities of the school's instructional program and how to access these opportunities.
- (3) Provide career information and assessment so that students and parents and or guardians may become aware of the world of work and of a variety of career options available to individual students.
- (4) Provide basic health services outline in Article XIV of the Public School Code of 1949 (24 P.S. §§ 14-1401-14-1423) for students and information to parents or guardians about the health needs of their children.
- (d) When student assessment using individual surveys are administered, parents or guardians shall be informed of the nature and scope of the surveys and of their relationship to the educational program of their child consistent with the requirements of the protection of pupil rights and amendments (20 U.S.C.A. §1223h). Parents or guardians, or the student if he/she is 18 years of age or older, shall have the right to refuse to participate in the survey via procedures established by the school entity.
- (e) Persons delivering student services shall be specifically licensed or certified as required by statute or regulation.
- (f) The Department of Education will provide guidelines and technical assistance to local education agencies in planning student services.

12.42 Students Assistance Program

School entities shall plan and provide for a student assistance program under section 1547(g) of the Public School Code of 1949 (24 P.S. 15-1547(g) regarding alcohol, chemical and tobacco abuse program).

Protection of Pupil Rights Amendment (PPRA)

PPRA affords parents certain rights regarding our conduct of surveys, collection and use of information for marketing purposes, and certain physical exams. These include the right to:

- (a) 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 in part by a program of the U.S. Department of Education –
 - (1) Political affiliations or beliefs of the student or student's parent;
 - (2) Mental or psychological problems of the student or student's family;
 - (3) Sex behavior or attitudes;
 - (4) Illegal, anti-social, self-incriminating, or demeaning behavior;
 - (5) Critical appraisals of others with whom respondents have close family relationships;
 - (6) Legally recognized privileged relationships, such as with lawyers, doctors, or ministers;
 - (7) Religious practices, affiliations, or beliefs of the student or parents;
 or

- (8) Income, other than as required by law to determine program eligibility.
- (b) Receive notice and an opportunity to opt a student out of – Any other protected information survey, regardless of funding;
 - (1) Any non-emergency, invasive physical exam or screening required as a condition of attendance, administered by the school or its agent, and not necessary to protect the immediate health and safety of a student, except for hearing, vision, or scoliosis screenings, or any physical exam or screening permitted or required under State law; and
 - (2) Activities involving collection, disclosure, or use of personal information obtained from students for marketing or to sell or otherwise distribute the information to others.
- (c) Inspect, upon request and before administration or use-
 - (1) Protected information surveys of students;
 - (2) Instruments used to collect personal information from students for any of the above marketing, sales, or other distribution purposes; and
 - (3) Instructional material used as part of the educational curriculum.

These rights transfer from the parents to a student who is 18 years old or an emancipated minor under Pennsylvania law.

The Oxford Area School District has developed and adopted policies, in consultation with parents, regarding these rights, as well as arrangements to protect student privacy in the administration of protected information surveys and the collection, disclosure, or use of personal information for marketing, sales, or other distribution purposes. The District will directly notify parents of these policies at least annually at the start of each school year and after any substantive changes. The district will also directly notify, such as through U.S. Mail or email, parents of students who are scheduled to participate in the specific activities or surveys noted below and will provide an opportunity for the parent to opt his or her child out of participation of the specific activity or survey. The District will make this notification to parents at the beginning of the school year if the District has identified the specific or approximate dates of the activities or surveys at that time. For surveys and activities scheduled after the school year starts, parents will be provided reasonable notification of the planned activities and surveys listed below and will be provided an opportunity to opt their child out of such activities and surveys. Parents will also be provided an opportunity to review any pertinent surveys. Following is a list of the specific activities and surveys covered under this requirement:

- Collection, disclosure, or use of personal information for marketing, sales, or other distribution.
- Administration of any protected information survey not funded in whole or in part by U.S. Department of Education.
- Any non-emergency, invasive physical examination or screening as described above.

Parents who believe their rights have been violated may file a complaint with:
*Family Policy Compliance Office * U.S. Department of Education*

No Child Left Behind

No Child Left Behind (NCLB), the educational plan, instituted by President Bush requires that districts inform parents of the following rights:

- (a) Parents/guardians have the right to inspect, upon request, any instructional material used as part of their child's educational curriculum.
- (b) Parents/guardians will be notified prior to physical and dental examinations in order to make opt-out provisions.
- (c) Parents/guardians have the right to inspect, upon request, third party surveys before they are administered to the students.
- (d) NCLB requires school districts that receive federal funds to disclose names, addresses, and telephone numbers of secondary students to military recruiters and institutions of higher education. Parents/guardians may request this information not be released.
- (e) Parents/guardians have the right to inspect, upon request, any assessment instruments and data used as part of their child's educational curriculum.
- (f) Parents/guardians of a Title I child have a right to participate in the design, development, operation, and evaluation of the Title I program.
- (g) Parents/guardians of a Title I child have a right to request the qualifications of students' classroom teachers and paraprofessionals performing instructional duties for their child.
- (h) Parents/guardians have the right to inspect and review the educational records of their child.
- (i) Parents/guardians may ask the school to amend a record they believe is inaccurate. They should write the school principal, clearly identify the part of the record they want changed, and specify why it is inaccurate. If the school decides not to amend the record as requested by the parents/guardians, they shall be notified of the decision. The parents/guardians may request a hearing regarding the amendment.

Oxford Area School District Policies

Listed below are summaries of several district policies for parents to review. The entire texts of policies are available at the Administration Building, 125 Bell Tower Lane, Oxford, PA 19363. All district policies are available to the public in full on the district website and/or district and school offices.

Drug and Alcohol Policy

Weapons Policy

Facility Video Surveillance Policy

Search Policy

Unlawful Harassment Policy

Student Records Policy

Smoke-Free Schools' Policy

Use of School Facilities: Smoke-Free Schools' Policy

District Technology and Technology Services Policy

Discipline/Punishment: Corporal Punishment Policy

Bullying and Cyber Bullying Policy

TITLE I DISTRICT COMPACT 2020-2021

Staff and Title I Section~

We understand the importance of Literacy to every student and our role as educators and models. Therefore, we agree to carry out the following responsibilities to the best of our ability:

- Teach grade level skills and concepts
- Strive to address the individual needs of our students
- Communicate with parents regarding student progress
- Provide a safe, positive and healthy learning environment for our students
- Communicate homework and class work expectations

Student Section~

I realize that my education is important. I know I am the one responsible for my own success. Therefore, I agree to carry out the following responsibilities to the best of my ability:

- Tell my parents about my homework
- Complete my homework on time
- Be responsible for my own behavior
- Be a cooperative learner
- Try my best in all subjects
- Ask for help when needed

Parent/Guardian Section~

I understand that my participation in my child's education will help his/her achievement and attitude. Therefore, I will continue to carry out the following responsibilities to the best of my ability:

- Encourage my student to complete his/her homework
- Review all school and district communication
- Encourage my student to engage in reading or writing activities for at least 15 minutes every day at home
- Provide a quiet place/time for my child to do homework
- Support the school's/district's homework, discipline and attendance policies

Please reference the Oxford Area School District policy 7400 for additional information regarding Programs and Parent Involvement

A CHILD LEARNS WHAT HE LIVES

**If a child lives with criticism,
he learns to condemn.
If a child lives with hostility,
he learns to fight.
If a child lives with ridicule,
he learns to be shy.
If a child lives with shame,
he learns to feel guilty.
If a child lives with tolerance,
he learns to be patient.
If a child lives with encouragement,
he learns to be confident.
If a child lives with praise,
he learns to appreciate.
If a child lives with fairness,
he learns justice.
If a child lives with security,
he learns to have faith.
If a child lives with approval,
he learns to like himself.
If a child lives with acceptance and friendship,
he learns to find love in the world**

Author Unknown

Los Niños Aprenden lo que Viven

**Si los niños viven con crítica,
aprenden a condenar.
Si los niños viven con hostilidad,
aprenden a pelear.
Si los niños viven con burla,
aprenden a ser tímidos.
Si los niños viven con vergüenza,
aprenden a sentir culpa.
Si los niños viven con tolerancia,
aprenden a ser pacientes.
Si los niños viven con valor,
aprenden a tener confianza.
Si los niños viven con elogio,
aprenden a apreciar.
Si los niños viven con honestidad e imparcialidad,
aprenden la verdad y la justicia.
Si los niños viven con seguridad,
aprenden a tener Fe en si mismos y en los demás.
Si los niños viven con aprobación,
aprenden a quererse a si mismos.
Si los niños viven con aceptación y amistad,
aprenden a encontrar AMOR en el mundo.**

Autor Desconocido