



**K-6th Grade STUDENT/PARENT
HANDBOOK
2025-2026**

Oxford Area School District
Kid's First, Progress, and Unity

Website: www.oxfordasd.org
125 Bell Tower Lane, Oxford, PA 19363

Telephone: (610) 932-6612

Oxford Area School Board Directors:

Superintendent of Schools

Dr. David A. Woods

Administrator

Stephanie Farmer

School Counselor

Hannah Sarafinas

August 2025

Hornet Virtual Academy Families:

The Oxford Area School District welcomes you to the Hornet Virtual Academy for the 2025-26 school year. This parent/student handbook offers your family a wealth of information to help you navigate the HVA. Please take advantage of the in-person experiences we provide for our virtual students to make the most of your K-6 grade journey.

The Oxford Area School District's mission is to help 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, engaged, and responsible citizen. At the Hornet Virtual Academy, we strive to enforce this mission in the virtual environment. We sincerely hope that by working together, we can help your child become the best version of themselves by achieving their goals of academic and personal success.

Respectfully,

The Hornet Virtual Academy Administration and Staff

Administration Office

125 Bell Tower Lane, Oxford, PA 19363

610-932-6600

Fax: 610-932-6614

Superintendent

Assistant Superintendent

Director of Special Education

Director of Human Resources

Business Administrator

Dr. David A. Woods

Dr. Margaret Billings-Jones

Dr. Chad Kinsey

Mr. Michael Price

Mr. Brian Cooney

Oxford Area High School

705 Waterway Road, Oxford, PA 19363

Principal

610-932-6640

Fax: 610-932-6649

Mr. James Canaday

Penn's Grove Middle School

301 South Fifth Street, Oxford, PA 19363

Principal

610-932-6615

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Mrs. Tami Motes

Hopewell Elementary School

602 Garfield Street, Oxford, PA 19363

Principal

484-365-6150

Fax: 484-365-6167

Dr. Nicole N. Addis

Nottingham Elementary School

736 Garfield Street, Oxford, PA 19363

Principal

610-932-6632

Fax: 610-932-4630

Mrs. Lisa Yingst-Pyle

Elk Ridge Elementary School

200 Wickersham Road, Oxford, PA 19363

Principal

610-932-6670

Fax: 610-932-7836

Mr. Matthew Hovanec

Jordan Bank Kindergarten Center

536 Hodgson Street, Oxford, PA 19363

Principal

610-932-6625

Fax: 610-932-6662

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. Its policy is that smoking and the use of tobacco products are prohibited in all buildings and on school property, including buses, vans, and vehicles owned, leased, or controlled by the district.

Welcome to the Oxford Area School District

This handbook aims to help parents better understand their child's elementary school experience. The elementary years are crucial as they introduce children to formal learning. The Oxford Area School District aims to make this experience positive and rewarding.

The Oxford Area School District's goal is to provide a strong foundation based on essential skills, making lifelong learning possible. The elementary program focuses on reading, spelling, grammar, 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, allowing each individual child to grow and develop at his/her own pace. The elementary school program, while providing standards-based instruction, also focuses on each child's social and emotional growth.

Successful achievement and growth during elementary school years depend on cooperation between the school and the home. The Oxford Area School District elementary schools will work together with parents to create a more positive and rewarding experience for the children.

We pledge our dedication to making your child's elementary school experience successful through support, cooperation, and communication.



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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.

VISION STATEMENT

Kids First, Progress, Unity

A Message for Parents

We warmly invite and encourage parents to thoroughly read the Oxford Area School District Student-Parent Handbook. This handbook outlines the program, policies, and services available to your child in the Oxford Area School District. If you have any specific questions remaining after reading this handbook, please contact the HVA Administrator for further clarification.

Parent Conference with Teachers

The faculty is available to meet with parents at any time. Please call or email the teacher to schedule a convenient time. If you would like to speak with an administrator or a school counselor or need immediate assistance, please contact Ms. Stephanie Farmer at (610) 932-6640 or email sfarmer@oxfordasd.org.

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

School Messenger Notification Service

The Oxford Area School District has implemented the School Messenger Notification Service, which will enable us to send you a phone or email message with important information about school events or emergencies. We plan to use School Messenger to inform you of school delays or cancellations caused by bad weather, as well as to remind you about upcoming events. In case of an emergency at school, you can rest assured that you will be notified 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 a 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 relies on having accurate contact details for each student. Please ensure we have your preferred phone number, email address, and cell phone number. If any of this information changes during the year, let us know immediately or update it in the Parent Center in PowerSchool.

Oxford Parent/Teacher Organization (PTO)

The Oxford PTO is the main organization for all the schools in the district. Its goal is to improve communication between families and schools, support school programs, and promote parent involvement in children’s education. PTO meetings are usually held once a month and are announced at the school and on the PTO Facebook page. Parents and community members are encouraged to become active members and support this valuable 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 broadcast on local cable channel 68. Additionally, school and district news items are shown on channel 68, along with special school and district programs.

Instructional Program Description

English/Language Arts

The OASD’s Language Arts program focuses on 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 uses a balanced literacy approach to instruction. We focus on phonemic awareness, phonics, fluency, vocabulary, text

comprehension, and writing. Student skills, reading strategies, and comprehension are systematically taught, modeled, developed, and assessed.

Reading intervention is offered to students identified through standardized assessments, teacher recommendations, reading specialists, and/or other professional staff as needing extra 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 reading tutors offer individual support under the guidance of the reading specialist.

English

In elementary grades, speaking and listening skills are emphasized through a series of sequential activities. Grammar, usage, and punctuation are introduced and reinforced throughout a child's elementary school years. Children are given opportunities to clearly express themselves in both oral and written assignments. myView by Savvas is the English Language Arts series used in kindergarten through fifth grade. The series focuses on fiction and informational texts. It aligns with the Common Core Standards and supports higher levels of reading and writing. The Literature series by Pearson is the English Language Arts resource for sixth-grade students. This series is aligned with the Common Core Standards, which set higher expectations and require increased rigor through three instructional shifts: building knowledge, citing text evidence, and working with complex texts, academic language, and vocabulary. The Literature series provides opportunities for students to develop their writing and research skills. Assessment is integrated throughout the series, with students evaluated through both 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 to build inquiry and STEM skills and is optimized for learning in the classroom or at home, on a laptop or tablet, or using a science textbook. The digital curriculum, virtual labs, hands-on activities, and write-in science textbooks develop important critical-thinking skills that prepare students for success in future science courses and in the workplace.

Art Program

The elements and principles of design and art appreciation are integrated into a spiral model of sequential growth tailored to students' ability levels and needs. Emphasis is placed on helping students relate to visual arts they encounter daily. The focus is on the process rather than the final product.

Health and Physical Education Program

The primary school's physical education program includes basic skills, movement exploration, and self-testing activities, along with some team sports. The program encourages physical fitness, neuromuscular development, and the development of socially desirable traits, which support the overall well-being of the child. Adaptive physical education classes are available for children who cannot participate in regular classes.

Library/Media Program

All students enrolled in HVA are encouraged to use their "home school's library and the expertise of the Librarian and Media Specialist!

Music Program

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, Orchestra, and/or Orff Ensemble. The practices for these three 4th-grade Nottingham programs are held during the week beginning promptly at 7:30 AM. HVA students may also participate in

these activities, but would require parent/guardian transportation to and from the brick-and-mortar location.

Gifted Education

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

English Language Development

Students whose primary language is not English receive regular intervention in the English language. EL 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 PowerSchool Parent Portal, which can be found on the district website. Parent conferences are scheduled in November and February before the end of the first and second marking periods. The report card will show 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 academic expectations. The classroom teacher assesses student progress on an ongoing basis throughout the school year and will make recommendations for additional support, home support, Title 1 Reading, School Counseling, Elementary Student Assistance (E-SAP), or other school support services. All the supports our in-person learners have access to, our HVA students may also receive.

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

Hornet Virtual Academy (Grades K-2)

Achievement in English/Language Arts, Math, Science, Social Studies

- 4 = Advanced
- 3 = Proficient
- 2 = Basic
- 1 = Below Basic

Hornet Virtual Academy (Grades 3-6)

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 Jordan Bank, Elk Ridge, Nottingham, and through HVA, 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

HVA grade band 5th and 6th grades:

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. Teachers 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 administrator.

Pupil Records

Parents may review, inspect, or copy their child's educational records. Upon prior request, a school official will explain the information in the records during a conference with parents. The school charges a duplication fee for making personal copies of any records.

Withdrawal and Transfer

Parents should notify the school where their child attends at least one week in advance when withdrawing the child from that school. Parents should inform the administrator 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.

Change of Status

Parents are asked to notify the school and update the Parent Portal in *PowerSchool* immediately should there be any changes in:

- home address
- home, business, or cellular telephone number
- 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 to accidents 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. Your child should be in attendance every day to take advantage of the opportunities and experiences that are planned. 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.

In accordance with our board policy, 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 request 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 tardiness 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 a second unlawful absence is issued. Parents of students accumulating four unlawful absences will be prosecuted as provided in the School Code of Pennsylvania.

Anticipated Educational Absences

Parents who schedule educational trips during the school year should notify the school in writing at least one week in advance of their planned departure. Students are expected to make up all the schoolwork 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.

Early Dismissals

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 signed out.

No child will be allowed to leave school with anyone other than their parents or designated emergency contacts unless a written authorization for an alternate caregiver is received from the parents and approved by the office.

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

Other Services

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.

Homelessness

Homeless Students (McKinney-Vento Act)

The federal McKinney-Vento Homeless Assistance Act guarantees school enrollment for anyone who lacks a fixed, regular, and adequate nighttime residence due to a lack of housing.

Who is considered homeless?

Title IX, Part A of Every Student Succeeds Act (P.L. 114-95) defines homelessness as living in the following places due to lack of a fixed, regular, and adequate nighttime residence:

- In an emergency or transitional shelter
- In a motel, hotel, or campground
- In a car, park, public place, bus or train station, or abandoned building
- Doubled up with relatives or friends due to loss of housing, economic hardship, or a similar reason
- In a public or private place not designed for or ordinarily used as a regular sleeping accommodation for human beings
- In the above conditions and is a migratory child or youth

If you are in one of the above-mentioned situations, please contact your school counselor and/or the homeless liaison immediately for assistance.

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, and 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 and School Counselor Services

The elementary school counselor works with individual students, small groups, and entire classrooms to help pupils facing different issues that may interfere with their learning. The counselor consults with parents, teachers, and other specialists to support students with academic and personal challenges. HVA has its own dedicated school counselor.

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.

Multi-Tiered Systems of Support (MTSS)

The Multi-Tiered Systems of Support (MTSS) is a program designed to maximize each student's success in the regular classroom while also serving as a screening process for students who may need additional services. MTSS is a positive, success-oriented program that uses specific assessment and intervention techniques to help remove educational, behavioral, or emotional barriers for all students in the regular classroom. All students receive targeted instruction through MTSS.

Homework

Homework is defined as additional preparation needed 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 of homework per grade level during the week, and assignments over the weekend are limited.

It is the student's responsibility to complete all homework assignments. Students will be given time to make up work, equal to the number of days they were absent. For example, if a student is absent one day, they are given one day to submit assignments; if absent two days, they are given two days. Make-up work will be allowed for all absences. It is the student's responsibility to pick up make-up assignments on the day they return to class. A building administrator may make exceptions to any part of this paragraph when unusual circumstances occur.

The teacher will notify parents when failing to turn in work becomes an issue. A conference will be scheduled with the teacher, parent or guardian, student, and administrator if this persists.

Books and Supplies

The school district provides textbooks, workbooks, and supplies for each child. Students are reminded that textbooks and workbooks are loaned. 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.

Dress Code

Students should dress respectfully, while being comfortable for active learning. Even in a virtual environment, *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. The following is a list of unacceptable attire:

- Revealing clothes (muscle shirts, tank tops, bare midriffs, halter tops, mini-skirts, short shorts, pants worn below the hips, ripped or shredded jeans)

- Hats, hoods, bandanas, or sweatbands of any kind
- Sunglasses while in the building or in the synchronous learning environment
- Chains and spiked clothing/jewelry
- Any other article of clothing that disrupts the educational process or is a health or safety hazard.

Tobacco Free Schools

The Oxford Area School District is a Tobacco-free institution. Its policy is that smoking and the use of tobacco products are prohibited in all buildings, during synchronous instruction, 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. 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 obtain 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, school will continue as normal unless extreme circumstances necessitate closing early. We ask parents and children to develop an emergency plan if parents are not at home when an emergency occurs.

Hornet Virtual Academy will mirror all decisions made by the brick-and-mortar locations. For example, if a school is closed for a holiday or for weather, HVA will also be closed. Teachers will contact families and students when classes resume.

Stations:

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

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 written permission from a parent/guardian, which has previously been presented to the building principal for approval.

If an emergency 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 which case the request cannot be approved. **A parent or guardian of a kindergarten student must be present at the bus stop at dismissal for the driver to release the child from the bus.**

There are times when an HVA student may be required to go to the brick-and-mortar location. State testing for 3rd-8th grades is an example of this. Students may also be asked to attend field trips with their peers.

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

Leaving the Bus:

- Remain seated until the bus comes to a complete stop
- Leave the bus in an orderly manner
- Watch carefully for traffic before crossing in front of a 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, including the Hornet Virtual Academy, have established a School-Wide Positive Behavior Plan that will be used throughout the virtual environment and in the classrooms. This plan will encourage student behavior that reflects the following goals: **Respect, Responsibility, Cyber Safety, and Being Present**. Students will receive positive reinforcement for appropriate behavior in the form of praise, 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 parents request them. HVA students are strongly encouraged to sign the Discipline Plan as well.

Safe School Procedures

There may be times throughout the school year when parents of HVA students need to enter the brick-and-mortar buildings (for conferences, IEP, 504, or GIEP meetings, or extracurricular activities). All visitors, including parents and parent volunteers, MUST show an 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 at 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 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. If 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) Do 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 that 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 code of conduct shall be published and distributed to students, 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 to disciplinary procedures).
- (b) Exclusion from school may take the form of suspension or expulsion.
 - (1) Suspension is exclusion from school for a period of 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) When a student is suspended, the parents or guardians and the superintendent of the district shall be notified immediately in writing.
 - (iv) When the suspension exceeds three school days, the student and parent shall be given the opportunity for an informal hearing consistent with the requirements set forth in §§ 12.8 c (related 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 act in accordance 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 excluded from school. In a case involving a possible expulsion, the student is entitled to a formal hearing.
- (b) All expulsion actions require a formal hearing. This hearing may be held before the governing board, 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, the majority vote of the entire governing board is required to expel a student.
 - (1) The following due process requirements shall be observed regarding 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 guardian 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 decide. 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 for distribution 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 based on personal belief or religious convictions.
- (b) Students who refrain from such participation shall respect the rights and interests 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 the 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 classes, extracurricular activities, or other situations where special attire may be required to ensure the students' health and safety.
- (d) Students have the responsibility to keep themselves, their clothes, and their hair clean. School officials may limit 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.

12.14 Searches

- (a) Every school's governing board shall adopt reasonable policies and procedures regarding student searches. The local education agency should notify students and their parents or guardians of these policies and procedures.
- (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) Students shall be notified and given an opportunity to be present prior to a locker search. 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 warning.

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) Every school's governing board 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 comply with applicable State and Federal laws, regulations, and directives identified in department guidelines.

Services to Students

12.41 Student 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 Substances, Drugs, Devices, and Cosmetics 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 that 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. Student services staff use diagnostic services 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 the student’s parent.
 - (2) Mental or psychological problems of the student or the 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 the 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 with 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 the 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 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 to 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 weblinks to several district policies for parents to review. The entire text of policies is available at the Administration Building, 125 Bell Tower Lane, Oxford, PA 19363 or online at <https://www.oxfordasd.org/school-board/policies>.

Drug and Alcohol Policy (5430)

<https://resources.finalsite.net/images/v1713956548/oxfordasdorg/rqhfuefdlwwelobkej/5430welfaredrugandalcoholpolicy.pdf>

Weapons Policy (5480)

<https://resources.finalsite.net/images/v1713956557/oxfordasdorg/agt3aahcqaext7uc8/5480weapons.pdf>

Facility Video Surveillance Policy (5475)

<https://resources.finalsite.net/images/v1713956554/oxfordasdorg/s0korv1fzbpf8qhmup/5470searches.pdf>

Search Policy (5470)

<https://resources.finalsite.net/images/v1713956554/oxfordasdorg/s0korv1fzbpf8qhmup/5470searches.pdf>

Unlawful Harassment Policy (5500)

<https://resources.finalsite.net/images/v1713956558/oxfordasdorg/oqeirycfpmrah6k9z8v3/5500unlawfulharassment.pdf>

Student Records Policy (5350)

<https://resources.finalsite.net/images/v1713956539/oxfordasdorg/ky67sdhw6no86gfjpxz/5350.pdf>

Smoke-Free Schools' Policy (5420)

<https://resources.finalsite.net/images/v1713956547/oxfordasdorg/yqvpwbjopzr5mxg5cprd/5420welfarestoking.pdf>

District Technology and Technology Services Policy

<https://resources.finalsite.net/images/v1713956577/oxfordasdorg/tut4ke215qvwlx3utwm/6330.pdf>

Discipline/Punishment: Corporal Punishment Policy

<https://resources.finalsite.net/images/v1713956553/oxfordasdorg/q533iptwwflertqfvwug/5460disciplinepunishmentcorporalpunishment.pdf>

Bullying and Cyber Bullying Policy (5490)

<https://resources.finalsite.net/images/v1713956557/oxfordasdorg/opu602zsl07zgt1drby/5490bullyingandcyberbullying.pdf>

TITLE I DISTRICT COMPACT 2023-2024

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 students to spend at least 15 minutes each day on reading or writing activities at home.
- Provide a quiet place/time for my child to do homework.
- Support the school's or district's policies on homework, discipline, and attendance.

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 sí mismos y en los demás.**

**Si los niños viven con aprobación,
aprenden a quererse a sí mismos.**

**Si los niños viven con aceptación y amistad,
aprenden a encontrar AMOR en el mundo.**

Autor Desconocido