School District of Hatboro-Horsham

CROOKED BILLET ELEMENTARY SCHOOL HANDBOOK

2013-2014
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Dear Families of Crooked Billet School:

It is with sincere enthusiasm and excitement that I welcome "Back to School" all those who play such an important role in the educational partnership within the Hatboro-Horsham School District! I hope you enjoyed a restful and rejuvenating summer with an opportunity to enjoy time with your families and friends. Each September brings anticipation, excitement, and for some, a little anxiety about what the new school year may bring. As we begin this academic year, I wish the greatest success for all of our students. Speaking of success, many accomplishments were achieved this past school year. At the elementary school level, all of our buildings made adequate yearly progress on the Pennsylvania System of School Assessment (PSSA) and richly deserve recognition and accolades for their solid performance. While we realize that there are targeted areas in need of improvement, it is refreshing to know that we will proceed after having experienced a degree of success in many areas last year.

As always, many Hatboro-Horsham educators have been working hard in July and August on behalf of our children. Our administrators are collaborating to develop programs that will ensure all students receive the services they need. We also have plans to increase our use of technology across the curriculum to enhance student engagement, support differentiation of instruction, and develop 21st century skills. Continued use of data management systems to monitor and utilize information for instructional planning will be used by staff when targeting instruction to meet the needs of individual learners. This year we will be piloting new resources for social studies entitled "Social Studies Alive" and for writing, "Being a Writer."

Hatboro-Horsham will also be involved in the Comprehensive Planning Process this year. Comprehensive planning replaces what used to be known as strategic planning. It is a continuous journey that demands ongoing monitoring and adjustments of programs and processes. The overall planning process will embed the interaction of district as well as schools' planning efforts and is directly related to what happens in the classroom. We will be relentless in our attempts to meet the needs of every student; therefore, this process will include representatives from all of Hatboro-Horsham's stakeholder groups. Updates and results will be shared regularly with the school district community. Continuing the traditions of excellence is a very important concept, but creating better learning environments and opportunities for students will be a significant priority.

In conclusion, this handbook provides families with detailed information about Crooked Billet School, as well as Hatboro-Horsham School District policies and procedures. Please take time to read and review the important information contained within as well as the correspondence that will be sent to you during the first few weeks of the school year. Any questions you may have specifically about Crooked Billet School should be directed to Ms. Kelli Sendel, Principal at 215-420-5301, or by e-mail at ksendel@hatboro-horsham.org.

Best wishes for a productive and enjoyable year!

Sincerely,

Monica J. Taylor
Assistant Superintendent
Crooked Billet Elementary School is located in the northern section of the borough of Hatboro. This school building, located on fourteen partially wooded acres, was opened in 1950 and expanded to its current size in 1956. In 1987 a major renovation project completely refurbished the school.

Crooked Billet Elementary School is one of two schools in the nation built on a Revolutionary War battle site. The school was named in honor of the Battle of Crooked Billet fought on May 1, 1778. Students, staff, parents and community leaders join together each year on May 1st to celebrate the school's proud heritage.

Crooked Billet Elementary School received State and National Recognition in 1994. Schools selected for the prestigious Blue Ribbon State and National honors are recognized by the Pennsylvania and United States Department of Education for excellence in education.
VISITORS TO THE SCHOOL
Hatboro-Horsham School Visitor Sign in Procedure

PURPOSE: To avoid incidents of consequence by controlling the flow of visitors, parents, vendors and guests within our classroom buildings and hallways. A secondary but equally important purpose is to document who is in our buildings if there is a catastrophic event.

RATIONALE: All of the schools and buildings within the Hatboro-Horsham School District are important places. These buildings house our most precious commodity, the children of Hatboro and Horsham. In order to maintain the level of safety that the School District has enjoyed, a decision has been made to control the flow of visitors in all of our buildings and document the specific location visited.

PROCEDURE: Each building has signs posted at the entrance noting that all visitors, including School District employees from other buildings, parents, vendors, and guests must be signed in before entering. Listed below are the proper procedures:

- The visitor will go to the sign in area, produce photo identification, and state their business. If the visitor does not have a photo-identification, an administrator must approve the visit by signing their approval in the space provided in the visitors log. School District employees from other buildings must show their school ID.
- If the business is valid as prescribed in the handbook, the visitor will be signed in listing their name, address and the area or person to be visited. School District employees from another building must sign in.
- After signing in, the visitor’s photo identification card will be held in the Identification box and an identification badge will be issued that contains the visitor’s full name, the date, their destination within the building, and an authorized signature. School District employees need not leave identification but must display same while in the building.
- Upon leaving the building, the visitor’s badge will be returned, the visitor signed out, and the photo identification returned to the visitor. School District employees must sign out.

Please Note:
- Names of individuals authorized to pick up your child must be written on their Emergency Information Card unless other correspondence has been sent.
- Parents of children who attend childcare will be issued an access card in order to enter the childcare area before and after regular school hours.
- If the visitor’s business dictates that they will be in the building after a checkpoint is manned, the identification will be checked but not stored in the identification box. Any Identification cards that are left at the checkpoint after hours will be placed in an administrator’s office for safekeeping.

STUDENT ADMISSION PROCEDURES

Students should not report to school before 8:25AM. Adult supervision is not available before that time. To enroll your child in the Before Care Program, please call Jackie Barnhart at (215) 420-5470.

Parents and student participants in the Before or After Care Program should use the cafeteria doors to enter and exit the building. Students in all grades enter the building using the doors adjacent to the playground at 8:30AM daily.

Morning Kindergarten - DROP OFF at 8:30AM at the cafeteria doors.
Afternoon Kindergarten - DROP OFF at 12:20PM at the library doors.

Special Circumstances
- INCLEMENT WEATHER: Students may enter through the Library Doors.
- Grades K - 2: Report to the cafeteria.
- Grades 3 - 5: Report to the gym.
- LATE DROP OFF: Students may enter through the Library Doors until 9:00 AM.
  Note - A staff member will monitor the library doors daily from 8:25AM until 9:00AM.

STUDENT DISMISSAL PROCEDURES

School Bus Riders: At 3:15PM all students who ride the bus will wait in the gym with designated teachers until their bus arrives. They will exit through the front doors where the bus will be parked.

Walkers and Car Riders (Except Kindergarten): These students will exit through the playground doors.

Morning Kindergarten - PICK UP at 11:30AM at the library doors.
Afternoon Kindergarten - PICK UP at 3:15PM at the library doors.

Students who walk home should leave the school grounds immediately following dismissal at 3:15PM. Adult supervision is only available for those children in the After Care Program. To enroll your child in the After Care Program, please call Jackie Barnhart at (215) 420-5470.

CHANGES IN A CHILD’S DISMISSAL ROUTINE

Parental requests for a change in their child's normal dismissal routine must be submitted in writing. Should an unexpected family emergency arise, please feel free to send your written request via fax at (215) 420-5350 or email at ltrautma@hatboro-horsham.org or bgriffin@hatboro-horsham.org.

Telephone calls made for such a request prevent school personnel from determining the true identity of the caller. In addition, verbal messages may be miscommunicated when passed from one party to the next.
AUTOMOBILES

Parking on Meadowbrook Avenue is prohibited during admission and dismissal time. Please park your vehicle on the parking lot near the playground.

Please do not use the streets needed for bus entry to the school between 8:15AM and 9:00AM or 3:00PM and 4:00PM. Violators will be issued traffic citations by the Hatboro Police Department.

You are not permitted to turn left when exiting the parking lot between 8:15AM and 9:00AM or 3:00PM and 4:00PM. The speed limit in our school zone is 15 mph.

Cars must come to a complete stop at all intersections.

PLEASE YIELD TO STUDENTS AND PARENTS WHO ARE WALKING TO AND FROM SCHOOL.

The main driveway of the school is limited to school bus traffic only between 8:15AM and 9:00AM or 3:00PM and 4:00PM. Please do not double park on the lot.

Please do not intentionally block parked cars and prevent these vehicles from pulling out of their parking spaces.

Please do not remain in your car and direct your child to walk through an active parking lot to the vehicle.

Please be sure that every passenger had fastened their seat belts before moving your car.

CROSSING GUARDS

Guards are on duty from 8:00AM to 9:00AM and from 3:00PM to 4:00PM at the following locations: The corner of Jacksonville Road and Meadowbrook Avenue and at the Meadowbrook Avenue railroad crossing.

SAFETIES

Fifth grade students serve as safeties. They are on duty from 8:30AM to 8:45AM and from 3:15PM to 3:30PM. The safeties are on duty at the crosswalk in front of school and the crosswalks near the entry driveways to the school. Safeties also patrol the bridge near the side of the school.

BACK-TO-SCHOOL NIGHT

This is a time for parents to visit the classrooms and meet their children’s teachers. The evening begins with a general session and a brief CBHSA meeting to introduce new officers and concludes with refreshments provided by the Hospitality Committee.

CROOKED BILLET DAY

On May 1st, the historic Battle of Crooked Billet is commemorated by students, staff, parents and the community. The morning festivities include outdoor ceremonies, grade presentations and a student assembly. The students and teachers wear colonial costumes to school for the celebration.

HOME AND SCHOOL ASSOCIATION

OFFICERS

President: Becky Pettineo rjpltd@aol.com
Vice President: Dolores Forget Dolores.forget@ipsos.com
Secretary: Yvonne Jackson yjack910@aol.com
Treasurer: Sue Miller Edward.miller74@verizon.net
Past President: Danielle Hubler

CBHSA ACTIVITIES

CBHSA Meetings

The CBHSA is a nonprofit organization consisting of parents, teachers and Principal. Monies raised through membership and fund-raisers are used throughout the year to sponsor low-cost family activities and to purchase equipment for the school. As indicated in the school calendar, the CBHSA meets each month in the staff lounge. All parents are invited and encouraged to attend. We welcome your ideas, suggestions and involvement in promoting better communication between home and school.

PLEASE REFER TO THE SCHOOL DISTRICT CALENDAR FOR ALL CBHSA ACTIVITY DATES.

Membership/Newsletters

The family membership drive takes place in the beginning of each school year with the funds raised going towards the HSA budget. CBHSA members are entitled to discounts on CBHSA sponsored activities. Attending just one family event will result in savings greater than the cost of a membership! Classrooms with the greatest percentage of participants will receive a snack party.
Annual Events

After School Discovery Program  Fall Fundraiser Fall  Holiday Shop
Book Fair  Hayride  Homeroom Parents Tea  PSSA Family Night
Chick-Fil-A Night  Father/Daughter Dance  McDonald's Spirit Night  Spring Fundraiser
Dad's Breakfast with Santa  Father/Son Kickball  Mother/Daughter Fancy Tea  Staff Appreciation Luncheon
Dairy Queen Family Night  Halloween Pumpkin Contest  Mother/Son Event  Talent Show
Fall Family Fun Night  Holiday Parties  Victorian Tea

School Student Directory

A directory is printed and distributed each fall with all the student’s names and information supplied by their parents. This is helpful in arranging for makeup homework assignments, car pooling and planning parties. Inclusion in the directory is with parent's permission only.

Weekly Envelopes

Each week, Crooked Billet Elementary School electronically sends home current newsletters from the Principal, CB staff, the Home and School Association. If a family opts to have hard copies of our electronic envelope sent home with their child, the distribution envelope must be returned empty on Thursday.

Other Activities and Programs

The CBHSA also provides educational and enriching assemblies and programs to students throughout the school year. All activities are planned to encourage family participation. Please check the School District Calendar, CBHSA monthly calendar or contact a Home and School Committee Representative for dates and for more information.

Parent volunteers are always needed in many different capacities. We invite your participation in all activities. Working together we can provide services and activities that will benefit all Crooked Billet students and enrich their elementary school years!

CROOKED BILLET IS A FRAGRANCE-FREE ZONE!

Please refrain from wearing perfume or cologne if you will be in our building for a prolonged period of time. Several members of the Crooked Billet School family have adverse reactions to fragrances causing severe respiratory problems. Your sensitivity and cooperation is greatly appreciated. Thank you.

TOYS AND TRADING CARDS

Students should not bring toys, games and/or trading cards to school. Exceptions for “Show and Tell” or classroom activities may be made only by the teacher supervising the event. The school will not accept responsibility for lost, stolen or damaged property.
SECTION I. Elementary Schedule and Procedures

Consistent school attendance is vital to academic success. It is not only students who benefit from regular attendance. Teachers, parents and the wider community all benefit when students are attending school and achieving. These benefits include greater student safety, community well being, and a sense of connectedness for all. The Hatboro Horsham School District requires that pupils enrolled in the schools of this district attend school regularly in accordance with the school laws of Pennsylvania. The state law states that from the time the child’s parents elect to have the child enter first grade, which shall not be later than the age of eight, the child must attend school continuously until seventeen years of age or graduation from a regularly accredited senior high school.

Regular Schedule

<table>
<thead>
<tr>
<th>Arrival</th>
<th>Homeroom Begins</th>
<th>8:40AM</th>
</tr>
</thead>
<tbody>
<tr>
<td>Tardy</td>
<td>8:41AM to 10:26 AM</td>
<td></td>
</tr>
<tr>
<td>Half Day Absent</td>
<td>10:27 AM to 12:03 PM</td>
<td></td>
</tr>
<tr>
<td>Full Day Absent</td>
<td>12:04 PM to 3:00 PM</td>
<td></td>
</tr>
</tbody>
</table>

Departure

| Whole Day Absent | Leave prior to 10:26 AM |
| Half Day Absent | Leave between 10:27 AM and 1:50 PM |
| Early Dismissal | Leave 1:51 PM or after |

School Ends 3:15PM

Early Dismissal Schedule

<table>
<thead>
<tr>
<th>Arrival</th>
<th>Homeroom Begins</th>
<th>8:40AM</th>
</tr>
</thead>
<tbody>
<tr>
<td>Tardy</td>
<td>8:41 AM to 9:43 AM</td>
<td></td>
</tr>
<tr>
<td>Half Day Absent</td>
<td>9:44AM to 11:57 AM</td>
<td></td>
</tr>
<tr>
<td>Full Day Absent</td>
<td>11:58 AM to 1:00 PM</td>
<td></td>
</tr>
</tbody>
</table>

Departure

| Whole Day Absent | Leave prior to 9:43 AM |
| Half Day Absent | Leave between 9:44 AM and 11:57 AM |
| Early Dismissal | Leave 11:58 PM or after |

School Ends 1:00PM

Two Hour Delay Schedule

<table>
<thead>
<tr>
<th>Arrival</th>
<th>Homeroom Begins</th>
<th>10:40 AM</th>
</tr>
</thead>
<tbody>
<tr>
<td>Tardy</td>
<td>10:41 AM to 11:38 AM</td>
<td></td>
</tr>
<tr>
<td>Half Day Absent</td>
<td>11:39 AM to 12:03 PM</td>
<td></td>
</tr>
<tr>
<td>Full Day Absent</td>
<td>12:04 PM to 3:00 PM</td>
<td></td>
</tr>
</tbody>
</table>

Departure

| Whole Day Absent | Leave prior to 11:38 AM |
| Half Day Absent | Leave between 11:39 AM and 1:50 PM |
| Early Dismissal | Leave 1:51 PM or after |

School Ends 3:15PM

KINDERGARTEN INFORMATION

The morning session is held from 8:40AM to 11:30 AM, and the afternoon session from 12:30 PM to 3:15 PM. On early dismissal days, the morning class meets from 8:40AM to 10:30 AM. The afternoon class meets from 11:15 AM to 1:00PM. If school is opens on a two-hour delay schedule, there is no morning kindergarten, no morning kindergarten support program, and no extended day kindergarten.

EXCUSED ABSENCE

Parent(s)/guardian(s) are expected to report a student’s illness by calling the SAFE CHILD LINE (215) 420-5345 by 10:00 AM on the day of the absence, or on the first day of a multiple, consecutive day absence depending on the nature of the occurrence. Parents shall furnish a written explanation for the absence of a child within three school days of the student's return to school. Emails will not be accepted. If no note is presented, the absence shall be recorded as unexcused/unlawful. (Note: Educational trips must be approved by the building administrator in advance. Forms may be obtained from the main office.)

The Hatboro Horsham School District, consistent with Chapter 11 of the Pennsylvania School Code, will not condone nor permit absences or lateness from school for any unlawful reason. Therefore, every student enrolled in the district, regardless of age, shall be in daily attendance except for the following reasons:

- Personal illness (**§11.25**) Death in the immediate family Quarantine of the individual home
- Extreme and unusual weather conditions
- Educational trip not to exceed five (5) school days with his/her parent/guardian. Prior school approval MUST be obtained from the principal.
- Exceptional urgent reasons must pertain to the student
- Religious holiday proper notice must be given to the attendance office (**§11.21**) Suspension from school
- Required court appearance
- In the case of the exceptional student where the absence is caused by or directly related to the student's exceptionality
TARDINESS
Tardiness is absence of a student at the time when the school day begins. The time reflected on the school clock will be used to document the time a student arrived at school. A student arriving late to school will be excused for the same reasons listed under the "Excused Absence" section. An excuse note must be presented to the school secretary when a student arrives late to school.

A student who has a scheduled doctor or dentist appointment before coming to school must bring a note from the doctor, which is an acceptable excuse note. Missing the bus, oversleeping, the alarm not sounding, etc. are NOT legal excuses for being late.

LEAVING DURING THE SCHOOL DAY/EARLY DISMISSAL
No student is permitted to leave the building or its premises during the school day unless their parent physically signs them out in the attendance log located in the main office. Parents requesting an early dismissal for a doctor/dentist appointment should provide the attendance secretary with a medical note upon returning to school. It is understood that students who have an early dismissal from school due to illness are not to return to the school building or property to participate in any extra/co curricular activities for the rest of the day.

If a student becomes ill during the school day, he/she should report to the school nurse. The nurse will determine whether the student should be sent home. No student will be sent home without the presence of the parent or the person designated on the emergency card. It is important that emergency card information is current and updated as needed.

PRE-ARRANGED ABSENCE GUIDELINES
Educational trips should coincide with regularly scheduled holidays, breaks and in service days. However, the school district administration has established a process by which parents may make prearrangements to have their child released from school for one educational trip during any school year. Parents/guardians who choose to have their son/daughter absent from school for an extended period of time must realize that their child's grades may suffer due to missing class activities that cannot be reproduced; i.e. discussion, labs, cooperative groups. Teachers are not required to provide assignments prior to the students' vacation.

Educational trips are limited to five (5) days per year, days beyond five may be considered unexcused. In order to have these absences considered "excused" parents must complete and present to the building principal a "Request for Prearranged Absence" form. These forms are available in the school office. Telephone requests will not be considered. Parents who present the request for prearranged absence less than five (5) full school days prior to the requested absence may be denied the privilege of having the absence considered excused.

Principals shall determine if an absence is excused or unexcused by applying the following guidelines:
1. If prior permission is not sought by the parent, the absence is unexcused unless emergency causes are given and verified.
2. If a student's frequency of absences from school prior to the request jeopardizes his/her educational progress, the absences may be denied.
3. If a student is failing two or more core subjects, the absence may be denied.
4. If a student takes a prearranged trip within the first ten or the last ten days of the academic year, the absence may be denied.
5. Requests for absences during the standardized test, mid term examination, and final examination may be denied by building administration. You should refer to the school calendar for applicable dates.
6. The student should possess an acceptable school attendance record.

MAKE UP WORK GUIDELINES
It is the responsibility of the student to make up all work after an absence from class. Consider contacting the child's teacher or fellow classmate to obtain the assigned work. Absence from school can affect grades since "pupil participation" is part of the final determination of the subject grade. Teachers do have the ability to make exceptions in specific cases and classroom scenarios.

SCHOOL - AGE CHILD CARE PROGRAM ENROLLMENT PROCEDURES
Parents may secure child care applications from the HHSD website, central registration or from building secretaries during regular school office hours. School office hours are 8:00AM to 4:00PM. Forms should be completed in their entirety prior to scheduling the enrollment conference.

Parents are required to have an enrollment conference with the Child Care Director prior to the child's first day of enrollment. Enrollment appointments should be made directly by calling Jackie Barnhart at (215) 420-5470 or via email at jbarnhar@hatboro-horsham.org. Mrs. Barnhart's office is located in Simmons School, 411 Babylon Road, Horsham, PA 19044.

During the enrollment conference, parents are encouraged to share information about their child, voice their expectations of the program and ask questions.

It is the responsibility of the parent to report to the Child Care Office any change of address, telephone numbers {home, mobile, or work}, employment, emergency contact, and medical information.

SECTION II. Academic Information
We recognize that parents are our educational partners and need to be actively involved in the educational process. Communication is a major ingredient to a successful partnership with parents. Open communication strengthens the home and school relationship, which in turn, enhances the educational system. Principals and teachers are very receptive to addressing your questions and are interested in establishing ongoing communication.

Parents who may have questions or concerns related to school problems are encouraged to contact the teacher. Please send an e-mail, a note or call to request an appointment. Your request for a conference will be honored as quickly as possible. After you have met with the teacher and if your questions and concerns have not been adequately addressed, please contact the Principal to schedule an appointment.
PROGRESS REPORTS
Progress reports are distributed three times per year to students in first through fifth grades, in November, February and June. Kindergarten progress reports are distributed two times per year, in February and June.

INTERIM REPORTS
Interim reports are forwarded to parents of students whose academic performance is deemed partially proficient or not proficient. Interim reports will be issued on an as-needed basis.

ACADEMIC RECOGNITION
Hatboro-Horsham fourth and fifth grade students receive the following honors for academic achievement:

- **Champion of Learning**: Distinguished Honor Roll in two consecutive marking periods.
- **Distinguished Honors**: 93%- 100% overall average in Reading, Writing, Mathematics, Science, and Social Studies.
- **Honor Roll**: 85 - 92% overall average in Reading, Writing, Mathematics, Science, and Social Studies.

The lowest grade a student may receive is 80% in an academic subject and a 3 in special area (or creative arts) classes in order to qualify for academic recognition.

- **Outstanding Citizenship**: Hatboro-Horsham's first through fifth grade students who demonstrate outstanding citizenship may be nominated for this award by their classroom teacher.

PARENT CONFERENCES
Fall parent conferences are scheduled on Thursday, December 6 and Friday, December 7. All parents are encouraged to attend these conferences. Spring conferences are scheduled on an as needed basis. Conferences may be scheduled any time during the school year. Please contact the teacher to schedule the meeting.

AMERICAN EDUCATION WEEK
Parents are invited to visit our elementary schools during American Education Week. Visitation to the schools will be limited to Tuesday, November 13 and Thursday, November 15. Parents may only visit their child's classroom. To minimize the disruptions to the student's instructional day, we ask that classroom visitation be limited to thirty minutes.

HOMEWORK POLICY
Time spent on homework is an important factor in achieving good grades. Students will be assigned homework on a regular and consistent basis, based upon their ability and the educational program to which they are assigned. Homework assignments will increase gradually in difficulty and in the amount of time required for completion as the student advances through the grades. Teachers will outline and share homework expectations for their respective grade level at Back To School night.

SCHOOL RECORDS
Parents are entitled to see their child's school records. These records include test results, grades and the child's health record. Please contact the school office to make an appointment.

ESL - ENGLISH AS A SECOND LANGUAGE
The Hatboro Horsham School District will provide non English or limited English (ESL) students with English language instruction and cultural orientation. The goal of the ESL Program is to have students attain English language proficiency that will enable students to meet with success in the mainstreamed classes.

Families who are new to the district will be asked to complete a Home Language Survey as part of the registration process. Information from the survey will be used as a first level screening to ascertain if the student may require additional assessment to determine if he/she is eligible for ESL services. In addition to providing ESL services to students, the school district will provide interpreters for parent/teacher conferences and other school related activities.

The Hatboro Horsham School District ESL Program meets the requirements of the No Child Left Behind Act and aligns with the Pennsylvania Academic Standards for Reading, Writing, Speaking and Listening. If you would like additional information about the Hatboro Horsham School District ESL Program, please contact Ms. Karen Czarny, Director of Curriculum at 215-420-5012.

Student Resource Team
Each school has a Student Resource Team consisting of teachers, the Principal, a guidance counselor and a school psychologist. Children who are experiencing difficulties in school may be referred to the team. Parents are invited to participate in team meetings. The function of the team is to develop strategies and procedures to utilize within the classroom. Attempts are made to meet the needs of the student within the regular education program before the child is referred for a Multidisciplinary Evaluation. If you are interested in acquiring additional information related to the program, please call the School Principal.

Multidisciplinary Evaluation
During the Student Resource Team Process, a multidisciplinary evaluation (MOE) may be conducted. An MOE might include academic information, classroom functioning information and a psychological evaluation. Parents must give permission for the MOE to occur and may request an MOE evaluation with the Principal. Parents are an integral part of the multidisciplinary team. An MOE may be requested at any time and will be completed as required by state regulations. All findings of an MOE are confidential and are maintained by the school as per the Family Educational Rights and Privacy Act of 1974. If the results of the MOE indicate that the student has special needs, a recommendation is made for special programming.
SECTION III. Special Education Services

The Hatboro-Horsham School District provides special education and related services to resident children with disabilities who are ages three through twenty-one. The purpose of this notice is to describe (1) the types of disabilities that might qualify the child for such programs and services; (2) the special education programs and related services that are available; (3) the process by which the public schools screen and evaluate such students to determine eligibility; and (4) the special rights that pertain to such children and their parents or legal guardians.

1. What types of disability might qualify a child for special education and related services?

Under the federal Individuals with Disabilities Education Act, or "IDEA," children qualify for special education and related services if they have one or more of the following disabilities and, as a result, need such services: (1) mental retardation; (2) hearing impairments, including deafness; (3) speech or language impairments; (4) visual impairments, including blindness; (5) serious emotional disturbance; (6) orthopedic impairments or physical disabilities; (7) autism, including pervasive developmental disorders; (8) traumatic brain injury, or neurological impairment; (9) other health impairment; (10) specific learning disabilities. Children age three through the age of admission to first grade are also eligible if they have developmental delays and, as a result, need special education and related services. Children with more than one of the foregoing disabilities could qualify for special education and related services as having multiple disabilities.

The legal definitions of these disabilities, which the public schools are required to apply under the IDEA, may differ from those used in medical or clinical practice. The legal definitions, moreover, could apply to children with disabilities that have very different medical or clinical disorders. A child with attention deficit hyperactivity disorder, for example, could qualify for special education and related services as a child with "other health impairments," "serious emotional disturbance," or "specific learning disabilities" if the child meets the eligibility criteria under one or more of these disability categories and if the child needs special education and related services as a result.

Under Section 504 of the federal Rehabilitation Act of 1973 and under the federal Americans with Disabilities Act, some school-age children with disabilities who do not meet the eligibility criteria outlined above might nevertheless be eligible for special protections and for adaptations and accommodations in instruction, facilities and activities. Children are entitled to such protections, adaptations and accommodations if they have a mental or physical disability that substantially limits or prohibits participation in or access to an aspect of the school program.

2. What programs and services are available for children with disabilities?

Public schools must ensure that children with disabilities are educated to the maximum extent possible in the regular education environment and that the instruction they receive conforms as much as possible to the instruction that non-disabled students receive. Programs and services available to students with disabilities, in descending order of preference, are (1) regular class placement with supplementary aids and services as needed in that environment; (2) regular class placement for most of the school day with itinerant service by a special education teacher either in or out of the regular classroom; (3) regular class placement for most of the school day with instruction provided by a special education teacher in a resource classroom; (4) part-time special education class placement in a regular public school; and (5) special education class placement or special education services provided outside the regular class for most or all of the school day.

Depending on the nature and severity of the disability, the public school can provide special education programs and services in (1) the public school the child would attend if not disabled; (2) an alternative regular public school either in or outside the school district of residence; (3) a special education center operated by a public school entity; (4) an approved private school or other private facility licensed to serve children with disabilities; (5) a residential school; (6) an approved out-of-state program; or (7) the home.

Special education services are provided according to the primary educational needs of the child, not the category of disability. The types of service available are (1) learning support, for students who primarily need assistance with development of skills; (2) life skills support, for students who primarily need assistance with development of skills for independent living; (3) emotional support, for students who primarily need assistance with social or emotional development; (4) deaf or hearing impaired support, for students who primarily need assistance with deafness; (5) blind or visually impaired support, for students who primarily need assistance with blindness; (6) physical support, for students who primarily require physical assistance in the learning environment; (7) autistic support, for students who primarily need assistance in the areas affected by autism spectrum disorders; and (8) multiple disabilities support, for students who primarily need assistance in multiple areas affected by their disabilities.

Related services are designed to enable the child to participate in or access his or her program of special education. Examples of related services are speech and language therapy, occupational therapy, physical therapy, nursing services, audiologist services, counseling and family training.

Children of preschool age are served by the Montgomery County Intermediate Unit in a variety of home and school-based settings that take into account the chronological and developmental age and primary needs of the child. As with school-age programs, preschool programs must ensure that to the maximum extent possible, children with disabilities are educated with non-disabled peers.

The public school, in conjunction with the parents, determines the type and intensity of special education and related services that a particular child needs based exclusively on the unique program of special education and related services that the school develops for that child. The child's program is described in writing in an individualized education program, or "IEP," which is developed by an IEP team consisting of educators, parents and other persons with special expertise or familiarity with the child. The parents of the child have the right to be notified of and to participate in all meetings of their child's IEP team. The IEP is revised as often as circumstances warrant but at least annually. The law requires that the program and placement of the child, as described in the IEP, be reasonably calculated to ensure meaningful educational progress to the student at all times. IEPs contain, at a minimum, a statement of present levels of educational performance and enumeration of the annual goals and short-term objectives or benchmarks established for the child and a statement of the special education and related services that the child needs to make meaningful educational progress. For children aged fourteen and older, the IEP must also include a transition plan to assist in the attainment of post-secondary objectives. The public school must invite the child to the IEP team meeting at which the transition plan is developed.

8
3. How do the public schools screen and evaluate children to determine eligibility for special education and related services?

**Multidisciplinary team evaluation**

The public schools must conduct a multidisciplinary team evaluation of every child who is thought to have a disability. The multidisciplinary team is a group of professionals who are trained in and experienced with the testing, assessment, and observation of children to determine whether they have disabilities and, if so, to identify their primary educational strengths and needs. Parents are members of the multidisciplinary team.

Parents may request a multidisciplinary team evaluation of their child at any time. They must do so in writing. Every public school has a procedure in place by which parents can request an evaluator. For information about the procedures that apply in your public school, contact the public elementary, middle, or high school to which children in your area are assigned. Telephone numbers and addresses for these schools can be found in the blue pages section of the telephone book under the heading "Schools." Parents of preschool-age children, age three through five, may request an evaluation in writing by addressing a letter as follows: Montgomery County Intermediate Unit Early Intervention Services, 1605-B West Main Street, Norristown, Pennsylvania 19403. The telephone number for the Early Intervention Program is 610-539-8550.

Parents of children in private schools may request a multidisciplinary team evaluation of their children without enrolling in the public schools. While some services might be available to some private school children found eligible by public school multidisciplinary teams, the public schools are not required to provide all or any of the special education and related services that children enrolled in the public schools would receive. If, after an evaluation, the multidisciplinary team determines that the child is eligible for special education and related services, the public school must offer the parents an IEP and a public school-sponsored placement. If parents wish to take advantage of such an offer, they might have to enroll or re-enroll their child in the public schools to do so.

Before the public school can proceed with an evaluation, it must notify the parents in writing of the specific types of testing and assessment it proposes to conduct, of the date and time of the evaluation and of the parents' rights. The evaluation cannot begin until the parent has signed the written notice indicating that he or she consents to the proposed testing and assessments and has returned the notice to the public school.

**Screening**

Public schools undertake screening activities before referring most children for a multidisciplinary team evaluation. Screening activities typically occur at three levels, as follows:

- **Level 1 Screening:** Review of information that is immediately available, such as health records, grade reports, discipline records, enrollment information, results of state and district-wide group testing, student portfolio or work sample review and observation of the child in the learning environment by the regular teacher or by the guidance counselor, instructional support teacher, school psychologist, principal, or speech and language therapist.

- **Level 2 Screening:** Review of the results of routine state-mandated hearing and vision screenings and physical examinations by the school or the child's private physician; motor screening by the classroom and physical education teacher; and speech and language screening by the speech and language therapist.

- **Level 3 Screening:** For children at the elementary level, most public schools have a student resource team, or SRT, that consists of the child's teacher and instructional support teacher who is trained in modifying and adapting instruction and the instructional environment, the child's parents and other specialists as needed. With the involvement and consent of the parents, the SRT will develop a written action plan for implementing various modifications and adaptations to the child's instruction or instructional environment or providing support services other than special education. The effectiveness of SRT interventions is assessed at thirty and sixty-day intervals to determine whether regular education modifications, adaptations and supports are effective or whether evaluation by a multidisciplinary team as described above is necessary.

Most Level 1 screening occurs on an on-going basis and as concerns with performance in the regular classroom warrant. Statewide administration of achievement testing in accordance with the Pennsylvania System of Standards Assessment occurs in third, fifth, eighth and eleventh grades. Level 2 hearing and vision screenings and physical examinations occur at regular intervals as required by state law. Other Level 2 screenings occur as concerns arise about individual children. Level 3 SRT activities occur when SRT intervention is requested by the child's teacher, parents, or other concerned school personnel.

For information about the dates of various screening activities in your local public school or to request screening activities for a particular child, contact the local public school directly. Telephone numbers and addresses for these schools can be found in the blue pages section of the telephone book under the heading "Schools." Parents of preschool-age children, age three through five, may obtain information about screening activities, or may request a screening of their children, by calling or writing the Montgomery County Intermediate Unit, Early Intervention Services, 1605-B West Main Street, Norristown, Pennsylvania 19403. The telephone number for the Early Intervention Program is 610-539-8550.

Private school administrators, teachers and parent groups, or individual parents of students in private schools, who are interested in establishing systems in those schools for locating and identifying children with disabilities who might need a multidisciplinary team evaluation may contact Dr. Steven Banks at Montgomery County Intermediate Unit, 1605-B West Main Street, Norristown, Pennsylvania 19403; telephone number 610-539-8550.

4. What special rights and protections do children with disabilities and their parents have?

State and federal law affords many rights and protections to children with disabilities and their parents. A summary of those rights and protections follows. Interested persons may obtain a complete written summary of the rights and protections afforded by the law, together with information about free or low cost legal services and advice, by contacting the special education department of the school district in which they reside. The written summary is also available through the Montgomery County Intermediate Unit, 1605-B West Main Street, Norristown, Pennsylvania 19403; telephone number 610-539-8550.
Rights and Protections

Notice: The public school must notify you in writing whenever it proposes to initiate or to change substantially the identification, evaluation, educational program, or placement of a child or whenever it refuses to initiate or make a change in identification, evaluation, educational program, or placement requested by a parent. Such notice must be accompanied by a full written description of the parents' rights.

Consent: The public school cannot proceed with an evaluation or reevaluation, or with the initial provision of special education and related services, without the written consent of the parents, unless after seeking such consent, it obtains the approval of an impartial hearing officer or judge following a hearing. If the parents fail to respond to a written request for permission to reevaluate, however, the public school may proceed with the proposed reevaluation without consent.

Protection in Evaluation Procedures: Evaluations to determine eligibility and current need for special education and related services must be administered in a manner that is free of racial, cultural, or linguistic bias. Evaluations cannot consist of a single test or assessment and testing must be a valid measure of the psychological, social, emotional, or other learning characteristic or behavior that the school is using it to measure. Testing and assessment must be administered in accordance with professional standards and the criteria established by the publisher. It must be administered in the native language of the child.

Independent Educational Evaluation: If parents disagree with the evaluation conducted by the public school, they may request in writing an independent educational evaluation, or "IEE," at public expense. The policy of the public schools of Montgomery County is to refuse to pay for such evaluations if the independent evaluator is not a Pennsylvania certified or licensed professional, if the evaluation is not conducted in the same manner that the law requires of public school evaluations, or if the cost of the evaluation substantially exceeds the prevailing cost of similar evaluations in the region. Exceptions to these limitations will be granted only for compelling reasons. If the public school refuses to pay for the IEE, it must request an immediate special education due process hearing to defend the appropriateness of its evaluation.

Special Education Due Process Hearing: Parents may at any time request a special education due process hearing to challenge (1) the identification, evaluation, program, or placement of the child proposed by the public school; (2) the refusal of the public school to initiate or change the identification, evaluation, program, or placement of the child; or (3) the provision or failure to provide a free appropriate public education to the child. The hearing must occur within thirty days of the parents' request unless the hearing officer grants a continuance. The hearing must be held before an impartial hearing officer at a time and location convenient to the parents. Parents have the right to request a free written or electronic transcript or recording of the proceedings, to present evidence and witness disclosed to the public school at least five business days before the hearing, to confront evidence and testimony presented by the public school, to review their child's complete educational record on request before the hearing, to a written decision from the hearing officer and to be represented by counsel or an advocate of their choice. Parents may, within fifteen days of receipt of the written decision of the hearing officer, appeal the ruling of the hearing officer to a state-level panel of three administrative hearing officers. Upon receipt of the written decision of the appeals panel, parents may file within thirty days an action in the appropriate federal district court or in the Pennsylvania Commonwealth Court. Failure to pursue due process hearings or to appeal decisions resulting there from in a timely manner can bar the ability of the parents to raise some or all of their claims.

Mediation and Pre-hearing conferences: Without prejudice to the right to a hearing as outlined above, parents and public school officials can agree to mediate or attempt to resolve amicably through a pre-hearing conference any or all of the issues between them. Information concerning mediation can be obtained from and requests for mediation can be addressed to the Pennsylvania Special Education Mediation Service, Box 130 Mar Lin, Pennsylvania 17951; telephone number 800-992-4334.

Maintenance of Placement: During any dispute between the public school and the parents, the public school must maintain the child in the then-current educational placement. This "stay put" rule does not apply to programs and placements recommended by public schools in other states, to programs and placements in private schools that are not the recommended placement of the public school and to exclusions from school for possession or use of an illegal substance or for possession of a weapon when the public school is proposing an alternative school placement for up to forty-five days.

Attorney's Fees and Costs: When parents prevail in a due process hearing, or obtain a favorable settlement of a claim as a result of a hearing request, they may recover from the public school reasonable attorney's fees and costs incurred in the pursuit of the hearing or settlement. Fees and costs are not available for attendance of the attorney at IEP team meetings unless a hearing officer or judge orders the meeting. Parents can be denied some or all of their claim for fees and costs if they fail to provide written notice to the public school at least ten days before the due process hearing of the problems or concerns that they have with the actions or inaction of the public school, the specific facts that support their problems or concerns and their proposed resolution, if any.

Private School Tuition Reimbursement: In some cases, parents of children who were identified by the public school as eligible for special education and related services and who received such services can recover in a due process hearing or from a court an award of private school tuition reimbursement when they can prove (1) that the public school failed to offer an appropriate program or placement to the child; (2) that the parents therefore placed their child in a private school; and (3) that the private school placement was proper. Tuition reimbursement awards can be denied or reduced if the parent's behavior was improper or if the parents delay unreasonably in asserting a claim against the public school in a due process hearing. Such awards can also be denied or reduced if the parents fail either (1) to notify the public school of their intent to place the child in a private school at the last IEP team meeting before the planned placement; or (2) to notify the public school in writing of their intent to place the student in a private school at least ten days before withdrawing the student for that purpose.

Student Records
The Hatboro-Horsham School District maintains records concerning all children enrolled in public school, including students with disabilities. Records containing personally identifiable information about or related to children with disabilities could include, but are not limited to, cumulative grade reports, discipline records, enrollment and attendance records, health records, individualized education programs, notices of recommended assignment, notices of intent to evaluate and reevaluate, comprehensive evaluation reports, other evaluation reports by public school staff and by outside evaluators, work samples, test data, data entered into the Penn Data System, correspondence between school staff and home, instructional support team documents, referral data, memoranda and other education-related documents. Records can be
maintained on paper, microfiche, audio or videotape and electronically. Records can be located in the central administrative offices of the public school, the administrative offices of the Montgomery County Intermediate Unit, the school building or building at which the student attended or attends school, private schools and facilities at which the public school has placed the child for educational purposes, central storage facilities and electronic storage systems and in the secure possession of teachers, building administrators, specialists, psychologists, counselors and other school staff with a legitimate educational interest in the information contained therein. All records are maintained in the strictest confidentiality.

Records are maintained as long as they remain educationally relevant. Public schools are required by law, however, to maintain a written record of each child’s name, address, telephone number, grades, attendance records, classes attended, grade level completed and year completed for at least 100 years beyond the date on which the child attains the age of twenty-four and to maintain health records for at least two years beyond the date on which the student ceases to be enrolled. The purpose of collecting and maintaining records are (1) to ensure that the child receives programs and services consistent with his or her IEP; (2) to monitor the ongoing effectiveness of programming for the child; (3) to document for the public school and the parents that the student is making meaningful progress; (4) to satisfy the requirements of state and federal agencies who have an interest in inspecting or reviewing documents concerning particular students or groups of students for purposes of compliance monitoring, complaint investigation and fiscal and program audits; and (5) to inform future programming for and evaluations of the child.

When educational records, other than those which must be maintained, are no longer educationally relevant, the public school must so notify the parents in writing and may destroy the records or, at the request of the parents, must destroy them. Prior to destruction of any records, the school must notify the parents in writing of the right to obtain a copy of the records and must afford the parents an opportunity to do so. Public schools are not required to destroy records that are no longer educationally relevant unless the parents so request in writing.

Upon submitting a request to do so in writing, parents have the right to access the educational records of their child within forty-five days or before any due process hearing, whichever is sooner. Access affords the parents the following: (1) an explanation and interpretation of these records by public school personnel; (2) copies of the records if providing copies is the only means by which the parents can effectively exercise their right of inspection and review; and (3) inspection and review of the records by a representative of your choosing upon presentation to the records custodian of a written authorization from the parent. The public school can charge a fee not to exceed its actual costs for copying records.

After reviewing records, parents may ask the public school to change any information that they believe is inaccurate or misleading or violates the child’s privacy rights. The school will make the requested changes or reject the request; the parent may request an informal hearing. The hearing can be held before any public school official who does not have a direct interest in its outcome. If the parents are dissatisfied with the outcome of the informal hearing, they may submit to the public school a statement outlining their disagreement with the record. The school thereafter must attach a copy of that statement to all copies of the record disclosed to third parties.

Parent consent is required in writing prior to the release of any personally identifiable information concerning a child with disabilities. Parent consent is not required, however, prior to the release of information (1) to a hearing officer in a special education due process hearing; (2) to public school staff and contractors with a legitimate educational interest in the information, including teachers of the child, building administrators, guidance counselors to whom the child is assigned, members of instructional support and multidisciplinary team in the course of screening and evaluation activities, records custodians and clerks, public school administrators with responsibility for programs in which the student is enrolled or intends to be enrolled, school board members sitting in executive session in consideration of matters concerning the child upon which only the school board can act, program specialists and instructional aides working with the child, therapeutic staff working with the child and substitutes for any of the foregoing persons; (3) to officials or staff of other schools and school systems at which the student is enrolled or intends to enroll; (4) to federal or state education officials and agencies and to the comptroller of the United States; (5) to accrediting organizations to carry out their accrediting functions; (6) to comply with a lawful subpoena or judicial order; (7) in conjunction with a health or safety emergency to the extent necessary to protect the health and safety of the child or others; or (8) that the public schools have designated as “directory information.” Disclosure without consent of the parent is subject to certain conditions more fully described in the Family Educational Rights and Privacy Act, 20 U.S.C 332g and its implementing regulation, 34 C.F.R. Part 99.

The public schools of Montgomery County have designated the following as “directory information” (1) the name, address and telephone number of the child; (2) the date and place of birth of the child; (3) participation in school clubs and extracurricular activities; (4) weight and height of members of athletic teams; (5) dates of attendance; (6) diplomas and awards received; (7) the most recent previous institution or school attended by the child; and (8) names of parents, siblings and other family members. The parent of an actively enrolled public school student may, within thirty days off the publication of this notice, request in writing that information here designated as directory, not be disclosed without parental consent. If the public school does not receive such request within this time, it will assume that it may release such information without consent. Written notice must be received either at the local public school in which the child is enrolled or at the administrative offices of the public school at the appropriate address listed below.

This notice is only a summary of the special education services, evaluation and screening activities and rights and protections pertaining to children with disabilities, children thought to be disabled and their parents. For more information or to request evaluation or screening of a public or private school child contact:

Kimberly Myers, Director of Special Education of Special Services
899Horsham Road
Horsham, Pennsylvania 19044
Phone: 215-420-5801
SECTION IV. Student Safety and Discipline

ELEMENTARY GUIDELINES FOR VISITORS- Guidelines are designed to avoid incidents of consequence by controlling the flow of visitors, parents, vendors and guests within our classroom buildings and hallways. A secondary but equally important purpose is to document who is in our buildings if there is a catastrophic event.

RATIONALE: All of the schools and buildings within the Hatboro-Horsham School District are important places. These buildings house our most precious commodity, the children of Hatboro and Horsham. In order to maintain the level of safety that the School District has enjoyed, a decision has been made to control the flow of visitors in all of our buildings and document the specific location visited.

PROCEDURE: Each building has signs posted at the entrance noting that all visitors, including School District employees from other buildings, parents, vendors, and guests must be signed in before entering.

Listed below are the proper procedures:

The visitor will go to the sign in area, produce photo identification, and state their business. If the visitor does not have a photo-identification, an administrator must approve the visit by signing their approval in the space provided in the visitors' log. School District employees from other buildings must show their school district ID.

If the business is valid as prescribed in the handbook, the visitor will be signed in listing their name, address and the area or person to be visited. School District employees from another building must sign in.

After signing in, the visitors photo identification card will be held in the Identification box and an identification badge will be issued that contains the visitor's full name, the date, their destination within the building, and an authorized signature. School District employees need not leave identification but must display same while in the building. Visitors are expected to report to their requested areas within the building only.

Upon leaving the building, the visitor's badge will be returned, the visitor signed out, and the photo identification returned to the visitor. School District employees must sign out.

CHARACTER EDUCATION AND STUDENT BEHAVIOR EXPECTATIONS

Hatboro-Horsham Elementary Schools are innovative learning communities committed to excellence in academics, citizenship and co-curricular activities. Their mission is to empower all students to pursue their educational and career goals by providing a supportive, engaging and challenging environment which cultivates learning as an active, relevant and lifelong process. In order to allow students to develop to their full potential, our school community must be a physically, emotionally and intellectually safe place to teach and learn.

To aid in bringing about the proper environment for student learning and development, there must be a set of reasonable rules which define expected student behavior and discipline procedures. These rules and behavior expectations should be based on mutual respect and cooperation among all members of the school community. This mutual respect and cooperation is based on the Hatboro-Horsham School District's K-12 Character Development Program.

The Character Development Program has as its foundation the six pillars of good character which are trustworthiness, respect, responsibility, fairness, caring and citizenship. Each character pillar includes several “descriptors” which help define and illustrate its essence. If students would base their decisions and actions on these pillars and descriptors, they would never violate the Hatboro-Horsham School District's Code of Conduct. The six pillars and their descriptors are as follows:

Caring

Concern, interest, nurture, cherish.
Treat others as you would wish to be treated.
Help others even when you will not personally benefit.
Show concern for the feelings of others.
Take a genuine interest in the opinions/views of others.
Show you care by listening more than talking.
Respond to the opinions/questions of others.
Know the meaning of altruism and practice it.
Actions that demonstrate you care are much more meaningful than words that say you care.

Responsibility

Dependability, accountability, reliability.
Never stop until you have reached your goal.
Always give 100% effort.
Accept responsibility for your actions-don't blame your mistakes on others.
Have the will power and self-discipline to do what you know is right.
Consider the consequences of your words and actions.
Be a person others can count on.
Develop moral and ethical principles of behavior to live by, and follow them in making all decisions.
Don't let your emotions overpower your better judgment.
Citizenship
- Obey all school and community rules and laws.
- Work to improve your school and community.
- Do what you can to protect and improve the environment—recycle whenever possible.
- Learn about and understand the principles of democracy and how your government functions.
- Have a voice in school and community government by exercising your right to vote.
- Respect the rights and opinions of others in your school and community.

Trustworthiness
- Believable, creditable, plausible, truthful, dependable.
- Don't betray anyone's trust.
- Don't break promises.
- Always do what you know is right even if it is unpopular.
- Don't say one thing to a person's face and something different behind their back.
- If you always tell the truth, you will never need to cover up a lie.
- Telling a lie is a fast way to lose a person's trust and friendship.
- Once you have lost a person's trust, it is very difficult to regain.

Fairness
- Equitable, legitimate, just, decent, impartial.
- Follow the rules that have been established or that are generally understood.
- Consider the opinions of others with an open mind.
- Don't blame others for your mistakes.
- Don't take advantage of others, even when you can do so safely and easily.

Respect
- Adoration, deference, esteem, homage, reverence, veneration, tribute.
- Have self-respect.
- Respect the opinions of others when they differ from your own.
- Be considerate of others.
- Never be abusive toward others in words or actions.
- Learn to put yourself in another person's shoes and see things from their point of view.

Code of Student Conduct
By authority of Pennsylvania School Code Chapter 12, The Hatboro-Horsham School Board has adopted Policy 218 which states a Code of Student Conduct will govern student discipline, and students shall not be subject to disciplinary action because of race, gender, color, religion, sexual orientation, national origin or handicap/disability.

All examples, procedures, and disciplinary responses are applicable in school, on school buses, while traveling to and from school, during school sponsored field, trips, including school activities. Any student misconduct committed on school district property or at school related activities or that substantially interferes with normal school functions or educational process at any time including weekends and/or evenings is subject to disciplinary action. Principals and assistant principals will exercise discretion in dealing with offenses involving primary students (K-3) and special education students following consultation with the Assistant Superintendent for Elementary Education and the Director of Special Education. All Board approved Policies can be accessed on the District's web-site at www.Hatboro-Horsham.org and the Principal's office at each school.

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<tr>
<th>Level-Description of Behavior</th>
<th>Exam les List is not a l Inclusive</th>
<th>Procedures</th>
<th>Possible Disciplinary Responses</th>
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<tr>
<td>Level misconduct involves behavior on the part of the student which impedes orderly classroom procedures or interferes with the orderly operation of the school.</td>
<td>Inappropriate attire Bully ing/Cyber Bullying (minor) • Classroom disturbance • School tardiness • Cheating or lying • Disrespectful Language/gestures • Leaving area without permission</td>
<td>Intermediate intervention is required by the staff member who is supervising the student or who observes the misbehavior. • Repeated misbehavior may require a parent/teacher conference; conference with the counselor and/or administrator. • A record of the offenses and disciplinary action is maintained by the staff member.</td>
<td>• Verbal reprimand • Special assignment • Behavioral contract • Parent conference (person or phone) • Withdrawal of privileges e.g. recess, assembly, special events • Detention</td>
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<td>Level</td>
<td>Infractions</td>
<td>Discipline</td>
<td>Additional Actions</td>
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<td>Level I misconduct</td>
<td>In-School suspension</td>
<td>Parent/Staff conference</td>
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<td>Repeated school tardiness</td>
<td>Out-of-school suspension</td>
<td>Behavioral contract</td>
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<td>Repeated Bullying/Cyber Bullying</td>
<td>Detention</td>
<td>Withdrawal of bus privileges</td>
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<td>Using forged notes/excuses</td>
<td>Superintendent Expulsion</td>
<td>Loss of computer privileges</td>
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<td>Disruptive classroom behavior</td>
<td>Staff conference and/or hearing with Superintendent</td>
<td>Civil/Criminal Code referral to Pennsylvania</td>
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<td>Throwing food in cafeteria</td>
<td>In-School suspension</td>
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<td>Abusive language</td>
<td>Detention</td>
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<td>Violation of computer AUP (minor)</td>
<td>Detention</td>
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<td>Incomplete home or class assignments</td>
<td>Detention</td>
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<td>Possession or conspiring with the unauthorized substances (drugs/alcohol, real or perceived) or paraphernalia (drug or alcohol related)</td>
<td>Detention</td>
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<td>Using or under the influence of unauthorized substances (drugs/alcohol, real or perceived) or paraphernalia (drug or alcohol related)</td>
<td>Detention</td>
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<td>Possession or conspiring with the intent of furnishing, transferring, or selling of unauthorized substances (drugs/alcohol, real or perceived) or paraphernalia (drug or alcohol related)</td>
<td>Detention</td>
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<td>Possession/use/transfer of weapons or explosives (real or perceived) and conspiracy to deliver</td>
<td>Detention</td>
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<td></td>
<td>Risking a catastrophe</td>
<td>Detention</td>
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**WEAPONS POLICY**

Possession of weapons in the school environment is a threat to the safety and well being of students and employees of the school district and is prohibited by law. Weapons are forbidden on any school property, at any school sponsored activity or any public conveyance providing transportation to a school or school-sponsored activity. (School Board Policy 218.1)

If a child brings a penknife, or any other potentially harmful instrument (razor, nail clipper, file, scissors, kitchen knife, etc.) to school, he/she will receive an out-of-school suspension. The Hatboro/Horsham Police are notified and the principal holds a conference with the child and his/her parents. Additionally, a referral for an evaluation is made to Northwestern Human Services. The student may not return to school until Northwestern verifies that the child is not a threat to himself or others. Upon his/her return to school, the guidance counselor works closely with the child and monitors the child's behavior. If, in addition to bringing a weapon to school, the child threatens another child or staff member, the student will have a hearing before the Superintendent of Schools and may be expelled from school for a period of one year.
**BULLYING AND CYBERBULLYING POLICY**

The Board is committed to providing a safe, positive learning environment for District students. The Board recognizes that bullying creates an atmosphere of fear and intimidation, detracts from the safe environment necessary for student learning, and may lead to more serious violence. Therefore, the Board prohibits bullying by District students.

Bullying means an intentional electronic, written, verbal or physical act or series of acts directed at another student or students, which occurs in a school setting and/or outside a school setting that is severe, persistent or pervasive and has the effect of doing any of the following:

- Substantial interference with a student's education
- Creation of a threatening environment
- Substantial disruption of the orderly operation of the school

Bullying, as defined in this policy, includes cyber bullying.

School setting means in the school, on school grounds, in school vehicles, at a designated bus stop or at any activity sponsored, supervised or sanctioned by the school.

District student means any student enrolled in any school district school or any student transported on Hatboro-Horsham School District vehicles.

The Board prohibits all forms of bullying by District students.

The Board encourages students who have been bullied to promptly report such incidents to the building principal or any responsible adult who shall then report the incident to the building principal.

The Board directs that the complaints of bullying shall be investigated promptly, and corrective action shall be taken when allegations are verified. Confidentiality of all parties shall be maintained, consistent with the District's legal and investigative obligations. No reprisals or retaliation shall occur as a result of good faith reports of bullying.

Each student shall be responsible to respect the rights of others and to ensure an atmosphere free from bullying.

The Superintendent or his/her designee shall:

- Develop administrative guidelines to implement this policy.
- Shall ensure that this policy and administrative guidelines are reviewed annually with students, staff and adult volunteers.
- In cooperation with other appropriate administrators, shall review this policy every three (3) years and recommend necessary revisions to the Board.

The District administration shall annually provide the following information with the Safe School Report:

- Board’s Bullying Policy
- Report of bullying incidents
- Information on the development and implementation of any bullying prevention, intervention, or educational programs.

The Code of Student Conduct, which shall contain this policy, shall be disseminated annually to students.

Consequences For Violations

A student who violates this policy shall be subject to appropriate disciplinary action consistent with the Code of Student Conduct, which may include:

- Counseling within the school
- Parental conference
- Loss of school privileges
- Transfer to another school building, classroom or school bus
- Exclusion from school-sponsored activities
- Detention
- Suspension
- Expulsion
- Counseling/Therapy outside of school
- Referral to law enforcement officials

**ELEMENTARY GUIDELINES FOR ATTIRE** - The school administration reserves the right to determine whether a student's attire is within acceptable limits of these guidelines. The principal may allow exceptions for school-wide programs or special classroom activities. If a student's clothing or footwear is found to be inappropriate, parents or guardians will be contacted. Students will be sent to the nurse's office and provided with temporary clothing for the remainder of the school day or parents may opt to bring proper attire for the student.

1. Clothing bearing obscene writing or promoting indecent or unacceptable behavior, whether stated or implied, will not be permitted. In all such cases, students wearing inappropriate items will be asked to remove or replace them. Shorts may be worn, but tight-fitting shorts or “short shorts” will not be allowed.
2. Shirts, blouses, and dresses must completely cover the abdomen and back. Sleeveless tops should have shoulder straps at least one inch wide, or be worn with a shirt or sweater. Shirts or tops must cover the waistband of pants, shorts, or skirts, with no midriff showing.
3. Since students at the elementary level have recess every day, it is recommended that the students wear sneakers or other safe footwear to school daily. It is preferred that students wear shoes with secure straps particularly as they engage in recreational activities and movement throughout the building. For safety reasons, it is strongly suggested that flip-flops not be worn to school.
4. Students should refrain from wearing make-up to school.
REPORT FORM FOR COMPLAINTS OF BULLYING OR CYBERBULLYING

Complainant: --------------------------------------------------
Home Address: ________________________________________________________________________________
Home Phone: __________________________________________________________________________________

School Building: --------------------------------------------------
Date of Alleged Incident(s): _____________________________________________________________________

Alleged harassment was based on: (circle those that apply)

<table>
<thead>
<tr>
<th>Race</th>
<th>Color</th>
<th>National Origin</th>
</tr>
</thead>
<tbody>
<tr>
<td>Gender</td>
<td>Age</td>
<td>Disability</td>
</tr>
<tr>
<td>Religion</td>
<td>Sexual Orientation</td>
<td>Other</td>
</tr>
</tbody>
</table>

Name of person you believe violated the district's Bullying/Cyber Bullying policy:
_________________________________________________________________________________________

If the alleged Bullying/Cyber Bullying was directed against another person, identify the other person:
_________________________________________________________________________________________

Describe the incident as clearly as possible, including what force, if any, was used; verbal statements (i.e. threats, requests, demands, etc.); what, if any, physical contact was involved. Attach additional pages if necessary:
_______________________________________________________________________________________
_______________________________________________________________________________________
_______________________________________________________________________________________
_______________________________________________________________________________________
_______________________________________________________________________________________
_______________________________________________________________________________________

When and where incident occurred: ____________

List any witnesses who were present: __________________________________________________________
_______________________________________________________________________________________
_______________________________________________________________________________________
_______________________________________________________________________________________

This complaint is based on my honest belief that has Bullied/Cyber Bullied me or another person. I certify that the information I have provided in this complaint is true, correct and complete to the best of my knowledge.

Complainant's Signature ___________________________ Date __________

Received By ___________________________ Date __________
SECURITY EMERGENCY MANAGEMENT
Across America responsible citizens have been alarmed and dismayed over a rash of violent incidents in schools. These recent incidents along with the events of the 9/11 attacks have resulted in the development of strategies that will hopefully prevent violent acts and acts of terrorism. The Hatboro Horsham School District has responded by:

1. Performing a security assessment to identify and address areas of vulnerability.
2. Establishing a crisis management plan that outlines procedures for responding to security incidents.
3. Conducting regular security training for staff and students.
4. Installing security cameras and access control systems.
5. Keeping the community informed of any incidents that could affect the health and welfare of the community.
6. Adding the position of Security Director to the administrative staff to develop and implement improvements as necessary.
7. Activating District wide Tip Lines at 215-420-5100 and tips@Hatboro-Horsham.org for reporting crimes, acts of violence or any issue of concern.
8. Revising the emergency Management/Safe Schools plan to reflect the four phases of Crisis management and to adopt The National Incident Command System.
9. Revising the visitor policy to ensure that anyone visiting our school is cleared for entrance by our office personnel.
10. Convening regularly scheduled meetings with both Hatboro and Horsham Police to discuss incidents that may affect our environment.

EMERGENCY SCHOOL CLOSINGS
When dictated by inclement weather, the Hatboro Horsham Schools will be closed to assure the safety of students. The district will post information on the website (www.hatboro-horsham.org), Comcast Cable Channel28 and Verizon FIOS channel33. In addition, the phone blast and e-mail blast system will be activated to communicate emergency school closing information. Announcements will also be made on radio and television stations (closing code 313 and delayed opening code 6313). If there is a two hour delay, school starts at 10:40 AM. If school is opens on a two-hour delay schedule, there is no morning kindergarten, no morning kindergarten support program, and no extended day kindergarten.

Make-up days for snow closing are listed on the school district calendar and website.

NO SMOKING POLICY
The school district policy approved by the Board of Education prohibits smoking on the school grounds. A "NO SMOKING" policy for the school district was enacted in 1979 and involves all buildings and school buses being posted by the Fire Marshal as "NO SMOKING" areas. An individual who violates the policy will be subject to a $25.00 to $300.00 fine by the local magistrate.

DISTRICT ASBESTOS MANAGEMENT PLAN
The Toxic Substances Control Act [also known as "TSCA"] requires that every local education agency, such as Hatboro Horsham School District, establish an Asbestos Management Plan which contains information regarding inspections, response actions and post response action activities, including periodic re inspection and surveillance activities, that are planned or in progress at any of its facilities. The Hatboro Horsham School District maintains a complete, updated copy of a management plan for each school which is available for inspection by the public, including teachers, other school personnel and their representatives and parents during normal business hours at the school administrative office. The Hatboro Horsham School District reserves the right to charge a reasonable cost to make copies.

INTEGRATED PEST MANAGEMENT PLAN
The Hatboro-Horsham School District uses an Integrated Pest Management (IPM) approach for managing insects, rodents and weeds. Our goal is to protect every student from pesticide exposure by using an IPM approach to pest management. Our IPM approach focuses on making the school building and grounds an unfavorable habitat for these pests by removing food and water sources and eliminating their hiding and breeding places. We accomplish this through routine cleaning and maintenance. We routinely monitor the school building and grounds to detect any pests that are present. The pest monitoring team consists of our building maintenance, office and teaching staff and includes our students. Pest sightings are reported to our IPM coordinator who evaluates the "pest problem" and determines the appropriate pest management techniques to address the problem. The techniques can include increased sanitation, modifying storage practices, sealing entry points, physically removing the pest, etc.

From time to time, it may be necessary to use chemicals to manage a pest problem. Chemicals will only be used when necessary, and will not be routinely applied. When chemicals are used, the school will try to use the least toxic products when possible. Applications will be made only when unauthorized persons do not have access to the area(s) being treated. Notices will be posted in these areas 72 hours prior to application and for two days following the application.

Parents or guardians of students enrolled in the school may request prior notification of specific pesticide applications made at the school. To receive notification, you must be placed on the school's notification registry. If you would like to be placed on this registry, please notify your child's school principal in writing. Please include your e-mail address if you would like to be notified electronically.

If a chemical application must be made to control an emergency pest problem, notice will be provided by telephone to any parent or guardian who has requested such notification in writing. Exemptions to this notification include disinfectants and antimicrobial products; self-containerized baits placed in areas not accessible to students; gel type baits placed in cracks, crevices or voids and swimming pool maintenance chemicals.

Each year the district will prepare a new notification registry. If you have any questions, please contact Dennis Stinson, Director of Operations and IPM Coordinator at 215-675-1832.
BICYCLES, ROLLER BLADES, SKATEBOARDS, SCOOTERS AND HEELYS

Students in third, fourth and fifth grades may ride their bicycles to school. Bicyclists MUST wear helmets. Bicycles must be locked in the bicycle racks located near the school. Skateboards, roller blades, scooters and Heelys are NOT permitted.

AUDIO AND ELECTRONIC DEVICES

To enhance the instructional experience, students may operate school district issued electronic equipment as distributed by district employees. Personal CD, DVD players, radios, hand-held video games, iPods, MP3 players, iPads, Kindles, Nooks, and any other electronic devices that interrupt the educational process are not permitted on the bus or in school. Such devices will be confiscated and returned only to a parent. However, if extenuating circumstances exist, parents should contact the school principal to determine the necessary procedures. The school will not accept responsibility for lost, stolen, or damaged electronic equipment.

While cell phones provide important security and communication within families, they can also be disruptive and distracting to our learning environment. To ensure that the cell phones are not used during the school day, we ask that you and your children follow these important guidelines:

Cell phones are to be turned off during the school day and kept in student backpacks.

If security is a concern, students may leave their cell phones with their homeroom teacher or the main office at the beginning of the day, and then pick them up at dismissal time.

In an emergency situation, students may be permitted to use a school phone to call home.

If a parent needs to reach a child during the school day, please call the main office to make arrangements to speak with your child.

If a child is found possessing or using a cell phone without permission during the school day, the teacher will take the phone and will contact the parents. Repeated incidents will be referred to the principal and disciplinary action could result.

SCHOOL BUS SAFETY

1. School buses will pick up and drop off students only at designated stops as determined by the Transportation Department.
2. Students are required to be at their stop five (5) minutes prior to their scheduled pick up time.
3. Students should stand on the sidewalk or safe area until the bus arrives and stay out of the road while waiting for their bus.
4. Students should be considerate of private property and stay off the lawns of neighbors at the bus stop.
5. Students must wait for the bus to come to a complete stop before starting to board. Boarding should be done in an orderly manner. Do not push or shove while boarding or disembarking the bus.
6. Students should look both ways before crossing the street to board the bus.
7. If students are late, they should never run after a moving school bus.
8. Any item too large to be held on a student’s lap cannot be brought on the bus.
9. Students should remain seated at all times.
10. Eating or drinking is not permitted on the school bus.
11. Heads and hands should be kept inside the school bus at all times.
12. Aisles and emergency exits should be kept clear at all times.
13. Students should not throw any objects from the bus. Incidents such as this will be reported to the principal for disciplinary action.
14. Students should not deface or damage seats or other equipment on the bus. Students will be held liable for the costs associated with the repair.
15. Smoking, fighting, spitting, or the use of profane language is FORBIDDEN and may result in suspension or termination of bus privileges as determined by the principal.
16. The bus driver has the right to assign seats.
17. When disembarking the bus, students should cross in front of the bus where the bus driver can see them. Students should stay a safe distance away from the side of the bus.
18. Bus transportation is intended to bring students from home to school and from school to home. Other uses of district bus transportation are not allowed without permission from a principal.
19. Only assigned students may ride the bus.
20. Students are expected to be courteous and considerate to the bus driver and fellow students.
21. No adult/parent is permitted to board the bus for any reason unless prearranged.

SECTION V. STUDENT HEALTH GUIDELINES

EMERGENCY/MEDICAL INFORMATION

In the event of an emergency, the school district requires every child enrolled in school to have a completed/updated emergency information card. This card should include any and all phone numbers (including cell phone numbers) where the parent/guardian can be reached at any time. If your child has any medical condition (e.g., epilepsy, diabetes, asthma, etc.) or is highly allergic or sensitive to certain foods, insect bites or medications, please include that information on the physical and health history forms. Please notify the school if conditions and/or allergies are diagnosed at any time during the school year.
MEDICAL AND DENTAL REQUIREMENTS
The Pennsylvania School Health Law requires all children to have a medical and dental exam in specific grades. Those requirements are as follows:

MEDICAL EXAM - Within one year prior to kindergarten or 1st grade (if your child is entering school for the first time as a 1st grader). Grades 6 and 11. Exam must be completed between September 1, 2011 and September 1, 2012.

DENTAL EXAM - Within one year prior to kindergarten or 1st grade (if your child is entering school for the first time as a 1st grader). Grades 3 and 7. Exam must be completed between September 1, 2011 and September 1, 2012.

The physical examination may be conducted by the family physician, who is aware of the student's medical condition and thus provide continuity of care. The school doctor examines those children who have not received a physical examination. An abnormality or condition found during a school examination is reported to the parents who in turn can contact their family physician.

IMMUNIZATIONS
The State of Pennsylvania mandates the immunization requirements for school-aged children in our state. These requirements must be met for school attendance for the 2012-2013 school year for all students in grades K-12. Students who do not meet the immunization requirements will be excluded from school.

STUDENTS ENTERING SCHOOL FOR THE FIRST TIME IN GRADES K or 1:
4 doses Diphtheria & Tetanus vaccine (OPT or DT). The last dose must be given after the 4th birthday. If not, a 5th dose is required after the 4th birthday.
3 doses Polio vaccine (OPV or IPV).
2 doses Measles, Mumps, & Rubella vaccine (MMR). The first dose must be given after 12 months of age.
3 doses Hepatitis B vaccine. There must be at least 28 days between the 1st and 2nd doses. If not, a 4th dose is recommended.
Chickenpox vaccine (Varivax) or proof of disease or immunity. 2 doses will be phased in by 2012-2013 school year.

STUDENTS ENTERING GRADES 2 6
4 doses OPT vaccine. The last dose must be given after the 4th birthday. If not, a 5th dose is required after the 4th birthday.
3 doses Polio vaccine (OPV or IPV).
2 doses MMR vaccine. The first dose must be given after 12 months of age. 3 doses Hepatitis B vaccine. There must be at least 28 days between the 1st and 2nd doses. If not, a 4th dose is recommended.

MEDICAL NEEDS OF STUDENTS- The following guidelines have been developed in order to ensure the health and safety of HHSD students

MEDICATION POLICY
The Hatboro-Horsham School District permits the administration of prescribed medication to a student during school hours only when failure to take such medication would jeopardize the health of the student or the student would not be able to attend school if the medication were not available during school hours. Parents should confer with the child's physician to arrange medication time intervals to avoid school hours whenever possible. No student is to keep any medication in his/her locker or school bag, lunch box or pockets unless authorized by the school nurse. Physician and parent permission are required for all medication dispensed in the health office.

When medication absolutely must be given during school hours, these rules will be followed:
1. No medication will be administered in school without a physician's written order and parent permission.
2. All medication must be in the original container, properly labeled, with the student's name on it. No medication will be accepted in an envelope or baggy.
3. Under standing orders from the school physician, Tylenol (acetaminophen) and turns (antacid) may be administered by the nurse according to the age and weight of the student. Permission for administering Tylenol or Turns (Ibuprofen at the high school only) must be signed by the parent/guardian on the EMERGENCY FORM.
4. Concerning controlled medication such as Ritalin, Dexedrine, Prozac etc.- any change in the original physician order must be made by the physician in writing. Under no circumstances will a parent alone dictate a change in a controlled substance order.
5. "One, two, or three times a day" medication should be given at home unless specifically ordered to be given at a certain time. A parent may come to school and administer medication to their child.
6. Medication administration will be recorded in the nursing sapphire program and paper administration form if necessary.

SELF ADMINISTERED MEDICATION
If a student needs to keep an inhaler or an Epi-Pen on their person, in the classroom, or in the health room, the following requirements must be met:
1. Parent/guardian and physician must complete the medication permission form.
2. If the student is to administer the medication as needed, the physician must also sign the bottom portion of the form. This signature verifies that the student has been instructed on usage of the inhaler or Epi-Pen and is capable of administering the medication to him/herself.
3. School Nurse will review with the student and complete the student skills assessment sheet.
4. The student must tell the nurse as soon as possible when the medication was taken. IF AN EPI-PEN NEEDS TO BE ADMINISTERED, THE NURSE SHOULD BE CONTACTED IMMEDIATELY.
TRANSPORTATION OF MEDICATION TO SCHOOL

The school nurse in coordination with a parent or guardian will decide whether the student or parent will bring medication to school. If the student brings the medication to school, it should be brought to the nurse on arrival to school. A controlled medication will be counted and the number documented in the computer or the paper permission form. The parent will be contacted during the day and informed of the amount of medication that arrived. Parents need to count the medication before sending it to school.

***Any medication left in the nurses' office at the end of the school year will be discarded.

MEDICAL NEEDS ON FIELD TRIPS

A first-aid kit packed by the school nurse is accessible at all times during a field trip.

Only licensed personnel (CSN, LPN, RN) or a child's parent can administer medication to students who require medical care. School nurses cannot delegate this responsibility to a teacher, administrator, etc. Parents/guardian may be asked to accompany a child on a trip or to obtain a temporary order from a physician to change dosage time for medication so that it can be given prior to leaving the school building on the day of the trip.

COMMUNICABLE DISEASES

The following are communicable diseases that require exclusion from school:

<table>
<thead>
<tr>
<th>Disease</th>
<th>Return to School</th>
</tr>
</thead>
<tbody>
<tr>
<td>Chicken Pox</td>
<td>7 days after eruption of last vesicles, all must be scabbled over</td>
</tr>
<tr>
<td>Strep Throat</td>
<td>24 hours after start of treatment</td>
</tr>
<tr>
<td>Scarlet Fever</td>
<td>24 hours after start of treatment</td>
</tr>
<tr>
<td>Pink Eye</td>
<td>24 hours after start of treatment</td>
</tr>
<tr>
<td>Ringworm</td>
<td>24 hours after start of treatment, must be covered while in school</td>
</tr>
<tr>
<td>Impetigo</td>
<td>24 hours after start of treatment, must be covered while in school</td>
</tr>
<tr>
<td>Scabies</td>
<td>24 hours after start of treatment</td>
</tr>
<tr>
<td>Measles</td>
<td>Return only with doctor's note</td>
</tr>
<tr>
<td>Mumps</td>
<td>Return only with doctor's note</td>
</tr>
</tbody>
</table>

In all cases, the student should be checked by the school nurse when returning to school.

LICE PEDICULOSIS

Any student with pediculosis is excluded. The student may return to school after treatment and the hair is free of nits and lice, as determined by reexamination by the School Nurse.

HOMEBOUND INSTRUCTION

Any student who is suffering from a prolonged illness or injury is entitled to homebound instruction. A note from the doctor giving the specifics of the illness and the length of time the student is expected to be absent from school is needed. The parent is also requested to submit a formal request for homebound instruction through the School Principal. The schedule for lessons during the period is determined by the parent and the teacher providing the instruction.

WHEN TO MISS SCHOOL

Sick children seldom, if ever, gain anything by attending school. They are much better off at home where they are most likely to get the necessary care for recovery and early return to school. Keeping ill children at home also protects other children, their family, and the school staff from infection. A child must be kept home at least 24 hours after a fever and 24 hours after starting antibiotics.

If your child says he/she doesn't feel well, ask yourself, "If he/she were healthy, would I want him/her near someone with these symptoms?" Robert Hoekelman, M.D., contributing editor of The Merck Manual of Medical Information Home Edition, offers these guidelines to help you decide when to keep your child at home. If symptoms persist after 24 hours or worsen, call your pediatrician.

<table>
<thead>
<tr>
<th>SYMPTOM</th>
<th>KEEP YOUR CHILD HOME IF:</th>
</tr>
</thead>
<tbody>
<tr>
<td>FEVER</td>
<td>He/she has a morning temperature of 100 or higher, or his/her temperature is below 100 but he/she is achy, pale or tired.</td>
</tr>
<tr>
<td>STOMACH ACHIE</td>
<td>He/she has had two or more episodes of vomiting or diarrhea, or has had one in the past 24 hours and feels tired or ill.</td>
</tr>
<tr>
<td>SNEEZING OR RUNNY NOSE</td>
<td>He/she is sneezing a lot, and his/her nose won't stop running.</td>
</tr>
<tr>
<td>SORE THROAT</td>
<td>He/she has tender, swollen glands and a fever of 100 or higher.</td>
</tr>
<tr>
<td>COUGH</td>
<td>He/she coughs frequently, coughs up phlegm, or the cough sounds like a bark or is accompanied by a sore throat or wheezing.</td>
</tr>
<tr>
<td>EARACHE</td>
<td>His/her pain is constant or severe - a sign of Otitis Media.</td>
</tr>
<tr>
<td>RASH</td>
<td>The rash blisters, develops pus, or is uncomfortable, which signals Chicken Pox or Impetigo.</td>
</tr>
</tbody>
</table>
SECTION VI. Student Activities and Programs

CHAPERONE GUIDELINES & RESPONSIBILITIES FOR FIELD TRIPS

The following guidelines have been developed for field trip chaperones in order to ensure a safe and successful trip. It is important to note that responsibilities and guidelines are subject to change as required by administration and/or specific field trip coordinators.

Guidelines

On the day of the field trip, chaperones should arrive at school at the time designated by the trip coordinator.

Chaperones must be 18 or older.

Younger siblings are not allowed to accompany chaperones on trips (due to insurance guidelines).

Students are responsible for holding all personal items that are brought on trips.

Chaperones and their groups must be prompt returning to the buses at the end of the trip. Chaperones will return to buses or departure waiting area at the time designated by the trip coordinator.

Please dress appropriately for the school trip.

Use appropriate language.

Please do not purchase items for the students even if they ask.

Smoking and tobacco products are not permitted.

Chaperones need to be aware of any medical conditions/allergies etc. of any children assigned to them.

Chaperones shall not provide any prescription or over the counter medications to students.

Chaperones shall be seated throughout the bus in order to help maintain supervision.

Responsibilities

Follow the planned timeline and itinerary.

Maintain a list of students designated in your group.

Chaperones are responsible for ALL of the children in their assigned group—not just the chaperone’s own child.

Keep the entire group together for the duration of the field trip; students should never be permitted to leave the group.

Accompany students to the restroom area.

Treat all children for whom you are responsible fairly and equally.

Report any accidents or problems to the Field Trip Coordinator immediately.

In an EXTREME emergency, call 911. Remain calm.

A chaperone in each group must carry a cell phone and exchange cell phone numbers with the Field Trip Coordinator.

Chaperones must inform the Principal/Designee of any condition that may affect his/her ability to perform their assigned duties.

FIELD DAY

Field Day activities involve all children in a variety of cooperative games and races. All parents are invited to attend Field Day activities, which take place in the spring each year and are organized by the physical education department.

LIBRARY

Every class has a scheduled period for library instruction. Additionally, children visit the library as assigned by the teacher. The library is open during regular school hours for children and parents to visit and withdraw books. Students who have lost or misplaced library and/or text books will be responsible for the cost of replacing the books. At the end of the school year, students who have not paid for lost books may have their report cards held until the books have been returned or payment has been received.

LOST AND FOUND

Please remind your child to check the lost and found area periodically. Parents are also encouraged to check the lost and found area. All items not claimed will be donated to a local charity throughout the school year.

FOOD SERVICES

The Food Service Department is equipped with a computerized cash register system in all schools. This system gives parents the ability to prepay breakfast, lunch, milk and snacks in any amount up to $999.99. Prepaying meals is the perfect way to be sure that lunch money is being used for the purpose it was intended. It also eliminates the need to send money every day. **Because charges are not permitted, you may want to consider depositing a minimum of $5.00 into your child’s account.**
Payment to your child’s account can be made by sending cash, a check or payments can be made thru Visa, Master Card and debit cards. There is a 3% charge for each Visa, Master Card or debit card transaction and a minimum payment of $20. Please visit our website by going to www.hatboro-horsham.org; go to Site Shortcuts (on the right side) and click on MY SCHOOL BUCKS to set up your account and to make a payment. Payments made will be posted the following day. Once your account is set up you can go into your child’s account to check his or her balance. Money brought in for lunch will be deposited in its entirety into your child’s lunch account. Money to be used for any other purpose should be sent in a separate envelope and marked with your child’s name and the purpose for which it is intended.

Breakfast is available for students in the AM Day Care Program for $1.10. Breakfast consists of assorted cereals or a bagel, 100% fruit juice and milk. Elementary lunch is $2.25 and milk is 50¢. A lunch menu will be sent home at the beginning of each month and can be viewed or printed from our website www.haboro-horsham.org.

The Application for Free and Reduced Priced Meals is available in all school buildings in addition to being sent home with every student the first day of school.

GRADE 3 WATER SAFETY
Third grade students will participate in three water safety sessions at the Simmons Elementary School pool. Classes from every district elementary school will be bussed to the pool during the regular physical education class period. The main focus of the program will be water safety. The program is taught by certified water safety instructors.

GRADE 4 AND 5 INSTRUMENTAL AND STRINGS PROGRAM
Lessons are available beginning in the fourth grade. There is no charge for the lessons. It is the responsibility of the parent to supply the musical instrument and instruction book. Additional information will be sent home to parents. All third grade students will receive instruction on recorders as part of the music class.

GRADE 5 CAMPING TRIP
Fifth grade students participate in an overnight camping trip at College Settlement Camp. The purpose of the camping trip is to provide an educational experience which emphasizes the preservation of our natural resources. There will be a $50.00 per child camp assessment fee. Please contact the School Principal if you cannot afford the fee and arrangements will be made. Additional information will be sent home prior to the trip.

SCOUTS
Boys: To be eligible for Cub Scouts, boys must be eight years old or have completed the second grade.
Girls: Girls are eligible for Brownies in the first through third grades. From the fourth grade on, girls are eligible for the Girl Scouts.
Information about the local scouting groups is shared with families each fall.

TECHNOLOGY
Student competencies have been established at the elementary level for technology. Each school uses a wide variety of curriculum software in grades Kindergarten through 5. Computers are located in each classroom and in a computer lab. All computers are connected to the Local Area Network, as well as the district Wide Area Network. Internet connectivity is available from each workstation on the network. All elementary schools have their own video system and internal TV station as well as cable TV. All elementary schools have full time technology assistants and a Coordinator of Information Technology as well as Elementary Technology Teachers to facilitate the infusion of technology.

ACCEPTABLE USE POLICY
Hatboro Horsham School District is providing Local Area Network and Internet access for student use. The following is a sample Student Account Agreement. The Acceptable Use Policy can be viewed at www.hatboro-horsham.org.
Student Account Agreement
School District of Hatboro-Horsham Student Account Agreement

Student Section

Student Name ____________________________________________________________
Grade __________________________

School __________________________

I have read and understand the Hatboro-Horsham School District Acceptable Use Policy. I agree to follow the rules contained in this Policy. I understand that if I violate the rules my account can be terminated and I may face other disciplinary measures.

Student Signature ___________________________ Date __________

Parent or Guardian Section

I have read and understand the Hatboro-Horsham School District Acceptable Use Policy. (If the School District provides dial-up access is -- I will supervise my child's use of the District Network when my child is accessing the District Network from home.)

I hereby release the district, its personnel, and any institutions with which it is affiliated, from any and all claims and damages of any nature arising from my child's use of or inability to use the District Network, including, but not limited to claims that may arise from the unauthorized use of the District Network to purchase products or services.

I will instruct my child regarding any restrictions against accessing material that are in addition to the restrictions set forth in the District Acceptable Use Policy. I will emphasize to my child the importance of following the rules for personal safety.

I give permission to issue an account for my child and certify that the information contained in this form is correct.

Parent Signature ___________________________ Date __________

Parent Name ____________________________________________________________

Relationship ____________________________________________________________

Home Address ____________________________________________________________

Phone ___________________________
SECTION VII. Child Care Programs — All programs require a $50.00 non-refundable registration fee.

BEFORE AND AFTER SCHOOL CHILD CARE
All elementary schools offer quality child care to children whose parents are employed outside the home. The child care programs are licensed by the Pennsylvania Department of Welfare/OCDEL. Students in kindergarten through fifth grade are eligible for the program.

Program Hours:

| Before School | 6:30AM to 8:30AM |
| After School | 3:15PM to 6:30PM |
| Full Day Teacher Inservice | 7:00AM to 6:00 PM |
| Half Day Inservice | 1:00 PM to 6:30 PM |
| Winter Vacation (Dec. 26-30) | 7:00AM to 6:00 PM |
| Spring Vacation (April 2-9) | 7:00AM to 6:00 PM |

Program Fees:

<table>
<thead>
<tr>
<th>2 Day</th>
<th>3 Day</th>
<th>4 Day</th>
<th>5 Day</th>
</tr>
</thead>
<tbody>
<tr>
<td>Before School</td>
<td>$35.00/mo</td>
<td>$38.00/mo</td>
<td>$56.00/mo</td>
</tr>
<tr>
<td>After School</td>
<td>$36.00/mo</td>
<td>$66.00/mo</td>
<td>$91.00/mo</td>
</tr>
<tr>
<td>Before and After School</td>
<td>$90.00/mo</td>
<td>$129.00/mo</td>
<td>$168.00/mo</td>
</tr>
<tr>
<td>Full Day In-service</td>
<td>$35.00/day</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Winter /Spring Vacation</td>
<td>$35.00/day</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

KINDERGARTEN C.A.R.E.
Kindergarten students may be enrolled in the Kindergarten C.A.R.E. child care program. This is an academic program which runs the opposite end of a student’s Kindergarten day. This can be used in conjunction with the Before and After School Childcare Program.

C. A. R. E. Program Hours:

| AM C.A.R.E. | 8:30AM-12:20PM |
| PM C.A.R.E. | 11:35AM-3:15PM |

Program Fees:

<table>
<thead>
<tr>
<th>2 Day</th>
<th>3 Day</th>
<th>4 Day</th>
<th>5 Day</th>
</tr>
</thead>
<tbody>
<tr>
<td>$200.00/mo</td>
<td>$288.00/mo</td>
<td>$352.00/mo</td>
<td>$420.00/mo</td>
</tr>
</tbody>
</table>

FOUR-YEAR-OLD PRESCHOOL
AGE REQUIREMENTS:
Start Date: September 4, 2012 - Child must turn four by October 16, 2012 to begin the program.
Start Date: January 2, 2013 - Child must turn four by February 12, 2013.

Program Monthly Fees:

| Preschool & Childcare Program | $800.00 | 6:30AM - 8:30AM |
| Preschool Program | $600.00 | 9:00AM - 3:00PM |
| Before Preschool Program | $80.00 | 6:30AM - 8:30AM |
| After Preschool Program | $150.00 | 3:30PM - 6:30PM |

SUMMER CHILD CARE
Children grades K 5 who reside in Hatboro Horsham School District may be enrolled in the Summer Camp and Child Care Program. The district is a licensed child care provider. Activities provided in the summer program will allow children freedom of choice, creativity, decision making and social interaction. Arts and crafts, field trips, computer usage, games, story time and swimming are some of the activities that will be offered in the program.

Program Details

| First Day | Monday, June 17, 2013 |
| Last Day | Friday, August 16, 2013 |
| Hours | 7:00AM to 6:00 PM |
| Second Child | 10% discount |

For any questions related to the child care program, please call Jacqueline Barnhart, Director of Child Care (215) 420-5470.