

Downingtown Cyber Academy
Downingtown Area School District



Elementary
Student/Parent Handbook

2022-2023

Kecia Nesmith, Principal
Kristie Burk, Coordinator for Online Learning

Introduction	4
DASD Mission	4
DASD Vision	4
Purpose	4
Core Values	4
The Downtown Cyber Academy Elementary Program	5
Registration and Eligibility	6
Admission To Kindergarten	6
Admission To First Grade	6
Registration & Eligibility for the Downtown Cyber Academy Grades K-5	6
Registration For Grades 1-5	6
Application for the Downtown Cyber Academy	6
Online Instructional Model	7
6-Day Cycle	7
Personalized Learning Plans	8
Online Class Requirements	9
Daily Classwork	9
Zooms	9
Class Requirements - Elementary	9
Pennsylvania System of School Assessment (PSSA)	9
Attendance	10
Attendance Procedures	10
School Day Schedule	11
School Calendar	13
Student Services	14
Instructional Core Team	14
EL (English Learners)	14
Gifted Support Program	14
Special Education Services	15
Student Assistance Program (SAP)- (ESAP-for Elementary Schools/Programs)	15
Multi-tiered System Of SupportS (MTSS)	16
Title I	16
School Counselor	16
Services From Outside Agencies	17
Instructional Program and Assessment	18

Math Instruction	18
Encore Subjects	18
Homework	19
Student Assessment	21
Grading And Reporting – ESAR and the Online Gradebook	21
Characteristics of a Successful Cyber Student	24
Student and Parent Expectations	24
Communication	24
Acceptable Use	25
Discipline	25
Academic Dishonesty	26
Dress Code	26
Role of the Parents/Guardians	26
Additional Information	28
Transfers to Buildings	28
Course Materials	28
Equipment	28
Home and School Association / DCA Parent Liaisons	28
Volunteers and Visitors	28
Homelessness	31
Student Records / Transfer Of Records	32
Participation / Activity Fees	32
Food Service	33
Wellness Policy	33
Field Trip Policy	34
Health and Medical	36
Central Administration	42
Downingtown Area School District Board of Education	42
Notice of Non-discrimination	43
Notification of Rights Under FERPA	43
Bullying/Cyberbullying Policy	44
Chapter 15 Annual Notice	47
CHESTER COUNTY EMERGENCY RESOURCES	48

Introduction

The Downingtown Cyber Academy's online curriculum includes self-paced, rigorous classes using the latest instructional tools in a vibrant virtual classroom. DASD teachers, skilled in online instruction, help students master the skills they need to succeed.

Downingtown Cyber Academy students are still considered students in their local elementary schools. This allows the students to participate in our wide variety of activities, music lessons, clubs, and after-school programs.

DASD Mission

The mission of the Downingtown Area School District, proud of our tradition of excellence, is to educate all students to meet the challenges of a global society by providing an individually responsive learning environment characterized by outstanding academic and personal achievements in partnership with family, students, and community.

DASD Vision

For our future, we want our students to be career and/or college ready upon graduation. In order to be prepared for this challenge, our students will:

- Be self-directed, reflective learners who use data to foster learning and growth;
- Exhibit critical thinking and problem solving skills;
- Utilize technology in an appropriate manner to maximize learning;
- Act in a respectable manner as responsible, contributing citizens of the local, national and global society;
- Be innovators who use a wide range of techniques to elaborate, refine, analyze, and evaluate their own ideas in order to improve and make the best use of their creative efforts;
- Collaborate with peers and communicate efficiently and effectively across a variety of situations and environments;
- Be conscientious and informed consumers, who are fiscally aware of and responsive to current economic situations;
- Demonstrate an appreciation of an economically and culturally diverse community.

Purpose

The Downingtown Cyber Academy aims to provide the best online learning environment to meet the individual needs of all K-12 Downingtown Area School District students through innovative, flexible, and engaging student-centered virtual learning experiences. Further, the Downingtown Cyber Academy empowers students to achieve academic and personal excellence.

Core Values

The Downingtown Cyber Academy values:

- Diversity
- Alternative learning environments, spaces, approaches
- Self-determination, student choice

- Empowerment
- Pursuit of happiness
- Individuality
- Teamwork among staff to support students
- Student flexibility

The Downingtown Cyber Academy Elementary Program

The Downingtown Cyber Academy Elementary program offers fully-online and hybrid courses during the school year. The online curriculum includes self-paced, rigorous learning activities with additional opportunities for synchronous instruction through a video-conferencing platform. The teacher incorporates developmentally-appropriate instructional technology tools to facilitate learning that is aligned to the grade-level academic standards. An emphasis is placed on creating a welcoming and supportive virtual classroom climate to support the social-emotional needs of the students. Students identify academic and personal goals to work towards throughout the year.

Downingtown Cyber Academy's elementary students are members of the Downingtown Area School District and can participate in all clubs, intramurals, field trips, and activities; take music lessons, or join the after-school enrichment programs.

In grades K–5, students require a lot of support from caring adults at home in the online classroom. Parents or guardians of elementary students in the Downingtown Cyber Academy provide the structure a student needs by establishing and managing the daily routine. Parents stay in touch with the student's teachers by phone, email, and Zoom conferences.

Parents of elementary cyber students should plan to:

- Serve as a learning coach.
- Prioritize education in the home.
- Help develop an appropriate setting.
- Create a schedule that works for your family.
- Help students create a weekly to-do list.
- Monitor students during live Zooms for appropriate behavior.
- Assist students with lessons when needed.
- Communicate with teacher/s regularly.

Registration and Eligibility

Admission To Kindergarten

To be eligible for entrance to Kindergarten, a child must be five years of age on or before September 1st of the year in which they are enrolled. Parents may register for the Kindergarten program during Kindergarten Registration (usually in March), at the school office. Kindergarten entry is closed after the second week of the school year. However, transfer students from certified kindergarten programs are accepted during the school year.

Admission To First Grade

To be admitted to first grade, a child must reach 6 years of age before September 1st. For admission into Kindergarten and First Grade (if the child has not been in a DASD kindergarten), parents must present:

1. Proof of Birth
2. Immunization Records
3. Verification of Residency

Registration & Eligibility for the Downingtown Cyber Academy Grades K-5

All Downingtown Area School District students in grades K-5 have the option to enroll in the Downingtown Cyber Academy. The Downingtown Cyber Academy requires registration each year. Students will automatically be enrolled in their home schools each year and must reapply for the DCA. Parents of students who will be in Kindergarten-5th grade will register on the DCA registration page- dc.dasd.org.

Registration For Grades 1-5

Students who wish to enroll in the Downingtown Area School District must complete registration at the District Office.

For admission to any grade level, parents must present:

1. Birth certificate
2. Immunization record
3. Verification of residency
4. Transfer card (if coming from another school)
5. Academic records (report cards, IEP's, etc.) are appreciated at the time of enrollment so that correct assignments can be made.

Application for the Downingtown Cyber Academy

Parents must re-register their students in the DCA each year by filling out the DCA application found on the DASD website at dc.dasd.org.

Online Instructional Model

The Downingtown Cyber Academy offers an online elementary school program that helps young students learn the basics, acquire study skills, and develop a love of learning that will last a lifetime.

Downingtown Cyber Academy's elementary courses from kindergarten through fifth grade engage students with materials in Schoology and programs such as IXL. Teachers will provide synchronous sessions and asynchronous work every day for direct instruction, group work, extra help, and community building.

Daily Zooms will occur for math, English/language arts, science/social studies, and encores (music, health, PE, art, and library). There will also be some small-group Zooms for reading and/or math interventions. Zoom times vary according to grade level, up to 3 hrs per day.

6-Day Cycle

All DASD elementary schools and the Downingtown Cyber Academy will operate on a 6-day cycle. We use six letter days, A through F on a full rotation system. For example, if Tuesday is an "A" day and school is closed due to weather, when the students return on Wednesday, it will be "A" day. The 6-day cycle will allow us to provide time for Innovation Time, better utilize our resources throughout the district, and provide a consistent scheduling format for students in all grades. Our encore, gifted education, ELL program, chorus, band and strings staff will all follow the 6-day rotation. It will be imperative that students and parents know what letter day it is to be prepared for any of these specific classes.

Personalized Learning Plans

At the Downingtown Cyber Academy, we believe in a personalized approach to learning versus a 'one-size-fits-all' approach. We offer personalized learning plans for students regarding synchronous learning (Zooms). Students in the DCA and their parents/guardians will have two plans from which to choose:

Plan 1 (default option): Zoom meetings are required, and students must attend. Attendance will be taken for each Zoom class by the teacher. Students MUST have their cameras on and be visibly present during the class.

Plan 2: Students and parents can sign an agreement with the DCA Administrative team that allows students to optionally attend Zooms as long as they maintain good standing in all of their classes. Students can still attend Zooms if they wish. Students and parents who are interested in this plan should complete the [Downingtown Cyber Academy - Personalized Learning Plan Agreement -SY 2022-23 FORM](#). (Must be completed separately for each student.)

All Zoom meetings will be recorded.

Note: Zoom meetings will be required until the DCA Administrative team has approved the application.

Additionally, students will develop student agency by creating academic, social-emotional, and personal goals for the school year. This will enable students to take more ownership for their learning.

Online Class Requirements

Daily Classwork

Cyber classes are entirely online, but they may also include workbooks, writing journals, manipulatives, and other offline activities. Our Schoology Learning Management System will contain the lessons students must complete for the week to remain on pace.

Although students have some freedom to work through the material at their own pace, they must complete assignments by the end of the week. ***Work will be due on SUNDAY at 11:59 PM of each week.***

Zooms

In addition to online work, students will also have daily, synchronous (live) sessions to attend. Students MUST have their cameras on and be visibly present during the class.

The meetings with the teacher will include instruction and interaction with other students. The live sessions are recorded and posted for students to rewatch later. Students who cannot participate in the Zoom meetings can select the Personalized Learning Plan - Plan 2 to complete their required participation through additional asynchronous activities required by the teacher, including watching the Zoom recordings.

Class Requirements - Elementary

According to PA Code 4.21, all elementary students must have planned instruction through the cyber program and/or a combination of courses with the district elementary school. PA Code 4.21 requires every student to take classes in language arts, mathematics, science/technology, social studies, health/physical education, and the arts every year.

Pennsylvania System of School Assessment (PSSA)

Students in the Downingtown Cyber Academy are required to take state-mandated tests, such as the PSSAs. Students will take the exams in person at their home elementary school.

Attendance

22 PA. CODE CH. 11 sets forth the requirements for student attendance in public schools. Except as otherwise provided by law, compulsory school age is the period of a child's life from when the child enters school (which may be no later than at the age of 8 years), until the age of 17 or graduation from high school, whichever occurs first. Students in any PA cyber school must adhere to these minimum attendance requirements.

Attendance law defines truant at "3 or more school days of unexcused absence during the current school year by a child subject to [the] compulsory school attendance [law]." Habitually truant is defined as "6 or more school days of unexcused absences during the current school year by a child subject to [the] compulsory school attendance [law]." If a student is under the age of 17 and absent without an excuse for three days within any one academic year, a letter will be sent out detailing the three unlawful absences, inviting the parent/guardian into school for a meeting, and explaining the consequences of habitual truancy.

If a student accumulates six unexcused absences (or more) within any one academic year, the student will be referred to a school or community-based school attendance program or referred to Chester County's Children, Youth, and Families Department. A truancy citation may also be filed with the district magistrate.

Parents can view their student's attendance through Infinite Campus.

Attendance Procedures

Attendance is a combination of measures that indicate a student is demonstrating adequate participation. This includes the following:

1. Teachers will take daily attendance in Infinite Campus if students do not attend a required Zoom meeting. (Attendance will not be taken in Zooms if the student, parent, and DCA Admin team have selected **Plan 2** of the *Personalized Learning Plan* and have submitted the signed agreement and documentation for the student.)
2. If students complete no assigned work for the week, the teacher will retroactively edit attendance to mark the student absent for the entire week.

If a student is marked absent, parents must send an excuse note to cyber_attendance@dasd.org within three days.

School Day Schedule

Kindergarten will be half-day AM or PM

AM session 8:50 am - 11:45 am, PM session 12:35 pm - 3:30 pm

Grades 1-5

8:50 a.m.Official Start of Cyber Classes/Get prepared/Morning Meeting
9:30 am - 11:15 am.....Core Subjects/Encores/Interventions - Synchronous/Asynchronous
11:15 pm - 12:15 pm.....Lunch/Activity Time
12:15pm - 3:30 pm.Core Subjects/Encores/Interventions - Synchronous/Asynchronous
3:30 p.m.Official End of Cyber Classes

Several early dismissal/late openings are scheduled throughout the year for the purpose of parent-teacher conferences or curriculum meetings. These dates will be noted on the Downingtown Area School District Activities Calendar and on school newsletters.

Two Hour Early Dismissal

Grades 1-5: 8:50 a.m. to 1:30 p.m.

AM/PM Modified Kindergarten: AM Session - 8:50 a.m. to 10:40 a.m., PM Session - 11:40 a.m. to 1:30 p.m.

Two Hour Late Opening

Grades 1-5 and Full-Day Kindergarten: 10:50 a.m. to 3:30 p.m.

AM/PM Modified Kindergarten: AM Session - 10:50 a.m. to 12:40 p.m., PM Session - 1:40 p.m. to 3:30 p.m.

Kindergarten Procedures For Delayed Openings

Whenever the Downingtown Area School District has an unscheduled weather related two (2) hour late opening, both sessions of kindergarten will be held according to the following abbreviated schedule:

KINDERGARTEN	A.M. Session	P.M. Session
Regular Schedule	8:50 a.m. - 11:45 a.m.	12:35 p.m. - 3:30 p.m.
Abbreviated Schedule	10:50 a.m. - 12:40 p.m.	1:40 p.m. - 3:30 p.m.
Modified Kindergarten	8:50 a.m. – 10:40 a.m.	11:40 a.m. – 1:30 p.m.

On days when the **Regular Schedule** is followed:

A.M. Kindergarten will end no later than 11:45 am.

P.M Kindergarten will begin at 12:35 p.m.

On days when the **Abbreviated Schedule** is followed:

A.M. Kindergarten will end no later than 12:40 p.m.

P.M. Kindergarten will begin at 1:40 p.m.

On days when the **Modified Schedule** is followed:

A.M. Kindergarten will end at 10:40 a.m.

P.M. Kindergarten will begin at 11:40 a.m.

PSSA Testing Attendance

Excuses will not be granted for students in grades 3, 4, & 5 during State mandated PSSA testing as listed on the school calendar each year. Parents are also urged to encourage their employers to hold the “Take Your Child to Work Day” during the summer months so that students do not have to miss a day of school.

*****PSSA Testing schedule currently for 2023:**

PSSA Testing Window 2022-2023

Assessment	Dates	Grades
English Language Arts	April 24-28, 2023	Grades 3-8
Mathematics, Science and Make-ups	May 1-12, 2023	Grades 3-8

Excuse Procedures for Vacations or Trips

If students are traveling but can maintain their attendance in Zoom classes and complete their coursework, no further action is required. If students cannot attend Zooms or complete course work because of educational trips not sponsored by the school district or planned vacations (family trips), they may be excused provided prior written notification is received from the parents/guardians and approval is granted by the DCA principal. Since regular class attendance is a critical component of a student’s educational program, the educational benefits of the trip should outweigh the negative impact of the disruption of the student’s academic program.

A request for an educational/family trip is subject to the following conditions:

1. Parent/Guardian must submit a written request (Board Policy Form 204 AG 11) to the DCA principal on the district form, which will indicate the days of absence, the destination of the trip; adult supervision; and educational value of the trip.
2. If more than one child in a family is taking the trip, the request for all the children must be included in the trip request.
3. Parents must request at least three (3) days before the date of the trip.
4. No more than ten (10) school days each school year per student will be approved for an educational/family trip, which may be extended at the principal’s discretion.

[FORM for Educational/Family Trip](#)

Requests for students to be excused for more than one (1) family trip will most likely not be honored during a school year. The principal will notify the parent/guardian of approval or denial

of the request. The principal has the right to deny a request during the first ten (10) days, the last ten (10) school days, and during standardized testing (PSSA, etc.).

The principal has the right to deny a request during the school year when, in the principal's judgment, there is a pattern of excessive absence from school or the student is in poor academic standing. Unauthorized absences will be recorded as illegal, and students will not be permitted to make up work unless authorized by the principal. Work missed due to approved educational tours or family trips may be made up, but the responsibility for the completion of that work will remain with students and parents/guardians.

After the return of an approved educational/family trip, the teacher will work with the student and parent/guardian to "bridge the gap" of missed instructions. For logistical reasons, teachers cannot prepare individual daily lesson plans for each student on an educational/family trip. The student will be responsible for submitting all completed assignments to teachers upon return to school or as indicated on the assignment sheet.

Parents/Guardians are discouraged from making vacation plans during the school year on a regular or yearly basis. It is understood that there is occasionally the necessity of taking a family trip during the school year. Still, it is believed that frequent trips are an unnecessary detriment to the education of the student.

School Calendar

Students in the Downingtown Cyber Academy will follow the Downingtown Area School District school calendar, including vacations, snow days, trimesters, and holidays.

Student Services

Instructional Core Team

The Instructional Core Team consists of a general education classroom teacher, Literacy Specialist, School Counselor, Psychologist, the ESL teacher, Prevention Specialist, DCA/school principal, and school nurse. Each elementary school offers an educational service that seeks to maximize individual student success in the general education classroom. When students experience difficulty academically, socially, and/or behaviorally, they are recommended to the Instructional Core Team by a classroom teacher, parent, or member of the Instructional Core Team.

The Instructional Core Team process involves the following steps:

1. Evaluate data that identify a student's need for academic, social, and/or behavioral support;
2. Determine the strategies needed to assist the student;
3. Plan and implement the intervention strategies through a continuum of services;
4. Monitor the effectiveness of the intervention strategies.
5. Continue intervention plan if student experiences success as determined by the expected rate of improvement OR

Alter intervention plan if student does not experience expected rate of improvement.

1. Act as a liaison to communicate with other district and/or community services as needed.
2. Communicate progress regularly with parents.

EL (English Learners)

The Civil Rights Act – Language Minority Compliance Procedures, requires all school districts to identify and serve limited English proficient students. Part of this federal law requires that a Home Survey is completed and placed in the cumulative file for every student. If the parent indicates that a language other than English is spoken in the home, the child will be identified for screening by the ESL teacher. The screening will determine the need for direct instruction from the ESL teacher.

Gifted Support Program

The Downingtown Area School District offers a variety of special programs to meet the needs of students. The Gifted Support program has been developed to provide specialized learning experiences for students qualifying for such services under Pennsylvania Code Chapter 16 and DASD requirements.

The Downingtown Cyber Academy is available to students who are identified as gifted as part of their regular education programming and/or to meet their needs as gifted learners. When the Downingtown Cyber Academy is utilized to provide enrichment, acceleration, or a combination of both as part of a GIEP, it is considered a change of placement, and the Gifted Multidisciplinary Team (GMDT) must determine the student's readiness for online learning, the appropriateness of cyber instruction to meet the student's demonstrated needs, and the

recommended course(s) before the student may begin. A Gifted Written Report (GWR) will be completed before the GIEP is revised to include cyber education as the district-provided gifted education service to meet the student's identified gifted needs.

Special Education Services

All DASD students may consider participating in the Downingtown Cyber Academy. Students who receive Special Education services to meet their needs met through specially designed instruction must discuss cyber education at an IEP meeting where the team will determine the support needed to provide access to the student's program of study before beginning any cyber coursework. The student's IEP will be provided to the cyber teachers who will ensure compliance with all required modifications and accommodations. The students will continue to have a DASD case manager if they transfer into the cyber program.

Each school has certified special education teachers to instruct students who require specially designed instruction to assist them with varying learning needs. In addition, select schools also provide specialized classes for Autistic Support, Life Skills Support, Emotional Support, and Multiple Disabilities Support. Special education services are provided in accordance with Pennsylvania Code Chapter 14. Your child's Homeschool-based Counselor can provide information about available support services and qualification procedures.

Student Assistance Program (SAP)- (ESAP-for Elementary Schools/Programs)

School Board Policy #236 provides the guidelines to be followed by District schools in their implementation of Student Assistance Programs. While secondary schools have had SAP for a number of years, state law mandates that all schools, including elementary schools, have a SAP team. The Student Assistance Program (SAP) is a systematic process using effective and accountable professional techniques to mobilize school resources to remove the barriers to learning and, when the problem is beyond the scope of the school, to assist the parent/guardian and student with information so they may access services within the community.

The Student Assistance Program (SAP) shall provide assistance in:

1. Identifying issues that pose a barrier to a student's learning and/or academic achievement.
2. Determining whether or not the identified problem lies within the responsibility of the school.
3. Informing the parent/guardian of a problem affecting the student's learning and/or academic achievement.
4. Making recommendations to assist the student and the parent/guardian.
5. Providing information on community resources and options to deal with the problem.
6. Establishing links with resources to help resolve the problem.
7. Collaborating with the parent/guardian and agency when students are involved in treatment through a community agency.
8. Providing a plan for in-school support services for the student during and after treatment.

Multi-tiered System Of SupportS (MTSS)

A District initiative includes the implementation of Multi-Tier System of Supports or MTSS. This is a process used for identifying those students at specified grade levels who are struggling in school and then providing differentiated instruction and intervention to address their needs. Part of the process involves screening all students three times per year to identify students who are at grade level (Benchmark or Tier 1), slightly below grade level (Strategic or Tier 2), and those well below grade level (Intensive or Tier 3), as measured by screening assessments such as AIMSweb or Review 360.

Following the screening assessments, students' individual Tiers are identified and an instructional plan is implemented for them. Tier 2 and Tier 3 students will be grouped for additional teacher guided instruction designed to improve their skills. Some of these students will receive this instruction with teachers other than their homeroom teacher. They will, however, continue to receive their regular instruction with their assigned teacher.

Over the course of the intervention plan, Tier 2 and Tier 3 students are progress monitored to determine if growth is occurring as a result of the intervention. During and following the intervention program, results from the progress monitoring will be reviewed to determine the success of the intervention. Following a specific intervention period, students may move to a different tier, remain in their current tier and continue to receive the same intervention plan, or remain in their current tier and receive a different intervention program. The decision will be based solely upon the results of the progress monitoring data that has been collected over the intervention period.

Parental involvement is key to a student's individual success. Therefore, communication with the parent/guardian will be made as deemed necessary to insure student success and progress.

Title I

Title I is a grant funded by the Federal Government to support literacy in districts or schools that meet socio-economic criteria. Four DASD Elementary Schools are eligible for Title I funding: Beaver Creek, Bradford Heights, East Ward, and Lionville Elementary schools. With Title I funds, the district purchases materials to support early literacy skills, provides an instructional support aide, and partially supports Camp Success and full day Kindergarten for eligible students in the eligible schools. Based upon multiple literacy assessments administered by school staff members, kindergarten and first grade students are identified to participate in the Title I program. Parents will be notified of their child's eligibility and provide permission for him/her to receive Title I support. Parents may direct questions to each school's Title I coordinator.

School Counselor

Each elementary school is fortunate to be staffed by a full time elementary school counselor. The Downingtown Cyber Academy will coordinate with a designated school counselor to deliver services to students in the program. Elementary school counselors are specialists in child growth and development. They also possess knowledge of the elementary school program, which includes the curriculum, the learning process, and the school organization. Generally, the school counselor works to:

1. Prevent problems from developing
2. Help identify children with special needs
3. Provide crisis intervention when necessary
4. Coordinate or facilitate efforts of others with those of parents, teachers, and administrators
5. Help develop personalized programs, when needed, based on each child's strengths, weaknesses, and needs
6. Organizes the school's testing programs

Services From Outside Agencies

CHESTER COUNTY INTERMEDIATE UNIT – Vision and hearing assistance is provided through teachers/therapists from the Chester County Intermediate Unit.

AUSTILL– Students who require services in speech, occupational and/or physical therapy receive assistance from Austill. Specially trained therapists provide instruction according to the needs of the child. Students with speech and expressive language, OT and/or PT concerns are referred to the Instructional Support Team. This referral can originate from the school or home.

Recording Devices

To accommodate special needs as required by State and federal law, certain students in your child's classroom might have the right to audio record, or to receive teacher-made audio recordings of discussions that occur during instructional activities. These recordings could include the voice of your child. The child making the recording or for whom the recording is made will use the recording solely to support his or her ability to access and retain educational information. The recording will be destroyed when it is no longer necessary for that purpose. Recordings shall not be maintained by or otherwise considered educational records of the District for any purpose. The use of audio recordings in the classroom will be limited to students with disabilities who are unable, as a result of their disabilities, to record information independently in written form when such information is required to aid memory or learning and when audio recording is identified as an adaptation or accommodation on the individualized educational programs ("IEPs") or Section 504 accommodation plans of such students. The audio recording device shall only be used when necessary to capture spoken or written information in the classroom that nondisabled peers would be expected to record in written form. The use of audio recordings shall be for the sole use of the student for the educational use stated in his or her IEP and shall not be shared with any third party. All recordings are the property of the Downingtown Area School District, and the use of such recordings for any purpose or in any manner other than as described in these guidelines is strictly prohibited. All recordings will be erased or destroyed when no longer necessary for educational purposes and shall not be maintained as, or otherwise considered, educational records of the District for any purpose.

Please note that this is in addition to the daily/class Zoom recordings that will be provided to students in their Schoology course for a limited period of time.

Adapted Physical Education

Special classes are available for students with identified needs.

Instructional Program and Assessment

The instructional program is consistent with those of the other elementary schools in the Downingtown Area School District and is coordinated by teachers, the principal, and the staff of the District Office. Our goals are to provide appropriate academic experiences and social nurturing to allow children to develop a sense of positive self-worth, as well as academic skills, in order to become critical thinkers, problem solvers and positive contributors to society.

Mathematics and English Language Arts (reading, writing, speaking, and listening), with an emphasis on informational and literary text, are taught each day. Science and Social Studies are also part of each grade's curriculum. In addition, children receive weekly instruction in the special area subjects of Art, Library, Physical Education and Health, Music, and Innovation Time.

Math Instruction

- District math curriculum, aligned to PA Core Math Standards, drives instruction.
- Teachers use the core math program, Math in Focus, and additional supplemental resources to implement the curriculum.
- Math in Focus materials, along with additional resources, suggest strategies to meet needs of diverse group of learners.
- Our math curriculum contains instructional modules that teachers will use to design instruction using Math In Focus and supplemental resources. The PA Core Math Standards require students to master certain concepts by the end of each grade level. An emphasis on "focus standards" means teachers will have more time to instruct fewer concepts, allowing students sufficient time to master these focus standards by the end of the school year.
- How will students be flexibly grouped? Teachers assess students regularly to determine their level of mastery of taught concepts. Students move among groups within their online classrooms as their assessment data indicate.

Encore Subjects

Instruction is provided in music, art, physical education, and library by specially trained and certified instructors in those subject areas. All students have Art, Music, and Library one time per cycle and Physical Education two times per 6-day cycle. Additionally, each student, in grades 1 through 5, will participate in an Innovation Time experience one time per cycle. In lieu of Innovation Time, Kindergarten students will have an additional physical education class.

Innovation Time/I-Design Time

Innovation Time will be inquiry based, student-centered, and focused on helping students "learn how to learn." Students in first through fifth grades will have the opportunity to create, investigate and discover during Innovation Time which will emphasize self-discovery, student voice and choice. Lessons and activities will teach and reinforce the sixteen Habits of Mind: Persisting, Thinking and Communicating with Clarity and Precision, Managing Impulsivity, Gathering Data, Listening with

Understanding and Empathy, Creating, Imagining, Innovating, Thinking Flexibly, Responding with Wonderment and Awe, Thinking about Thinking (metacognition), Taking Responsible Risks, Striving for Accuracy, Finding Humor, Questioning and Posing Problems, Thinking Interdependently, Applying Past Knowledge to New Situations, and Remaining Open to Continuous Learning. In addition, Innovation Time will foster the 21st century skills of Collaboration, Communication, Critical Thinking, and Creativity that are embedded throughout the elementary curricula.

Integrated Technology Instruction / Technology Usage

Technology and digital / media literacy skills are integrated throughout the curriculum areas, in all grades. Students acquire increasingly more complex skills in the following areas: keyboarding, word processing, database, internet, digital citizenship, data management, publishing, digital media, and spreadsheet. Students use curriculum based software to enhance learning. Parental permission is required for students' use of the District technology and/or Internet. Records of Acceptable Use Policy agreements are kept on file. The policy of the Downingtown Area School District for this use is specific. Please log onto the district website to read Policy 815 in its entirety. Students who abuse the use of the technology and/or Internet will be denied such use. Failure to sign and/or return an Acceptable Use Policy agreement will also prevent a student from having access to district computer equipment and services.

DASD supports the use of technology within the school day for engaging instructional practices. As with any school property, student respect and responsibility regarding the handling and use of any technology is implied. Misuse of devices (changing default settings, accessing non-instructional sites, utilizing devices for non-intended purposes, etc.) will result in consequences, not excluding suspension or expulsion.

Assembly Programs

During the course of the school year, assembly programs will be hosted online or in a location to be determined. Programs covering topics such as science, math, safety, drama, and music may be presented. An attempt is made to arrange the schedule so that both morning and afternoon Kindergarten children can enjoy the performances and activities.

Grouping of Students

Flexible grouping formats from whole class to small instructional groups are used in online classroom settings. Flexible grouping of students within each online classroom and/or across a grade level team will take place in reading and math, i.e. students will receive instruction based upon their readiness level as determined by pre- assessment data.

In both Math, Reading, and Language Arts, all K-5 students' whole group instruction will be instructed in heterogeneous groups, typically within their homeroom assignment.

Homework

The Educational Policies of the National School Boards Association has produced some recommended average homework guidelines that are appropriate for the elementary students of the Downingtown Area School District. They are as follows:

Daily Homework Guidelines

Kindergarten & Grade 1	Given at the discretion of the teacher
Grades 2 & 3	15-30 minutes for 4 days
Grades 4 & 5	30-60 minutes for 4 days

All homework should be an extension of clearly defined learning activities and should be appropriate for the age, ability, and independence level of the students to whom it is assigned. It may be assigned to help students learn to work independently; think, plan, and organize; extend proficiency in effective habits and skills; increase knowledge and its uses; and develop insights and stimulate creativity. It should be noted that these are only guidelines and the actual time may vary according to the nature of the assignment or even the time of year. Long-term projects and assignments (usually given in grades 3-5) will require some variation in the normal time allotments.

The role of the student is to:

- Develop a personal system for recording daily and long-term homework assignments
- Understand the assignment purpose, due date, format)
- Budget time so the assignment will be completed to his/her best ability and returned to the teacher as required
- Initiate request for help when assignment is misunderstood
- Arrange with teacher all make-up assignments
- Become familiar with this policy, philosophy and guidelines as well as the specific practices of the school.

The role of parents/guardians is to:

- Help the student set a regular homework time each day and keep that commitment.
- Give assistance and encouragement in assignment completion, but not do the assignment.
- Make suggestions toward growth and independence by explaining the values of various types of homework
- Provide an environment conducive to study: quiet, well-lit, ample work space and necessary materials
- Examine the principles and give illustrations to reinforce the assignment
- Review homework to be informed about the child's academic progress and ability to complete the work assigned
- Contact the teacher if a child has trouble with an assignment
- Be familiar with the homework policy and guidelines
- Know when homework is assigned and how much time is expected to be spent on the assignment
- Provide feedback to teachers regarding homework and a child's time, difficulty, and progress

It is hoped that parents take an active interest in their child's homework habits. It is suggested,

however, that the parental role be that of “consultant” and not “partner” in the homework process. At early ages, it is important that children develop an understanding that they are responsible for the quality of their homework.

If students consistently require more time to complete homework than the suggested time limits, it is important that DCA personnel be informed.

Student Assessment

The purpose of the Downingtown Area School District assessment program is to provide data that will be useful to administrators, staff, parents, and students in making decisions concerning individual and group educational programs. Copies of standardized test results are provided to parents, teachers and appropriate specialized staff.

Benchmark Testing / Curriculum Based Assessments

Throughout the year, students are administered curriculum-based and behavior/social-emotional-based assessments and benchmark tests (such as AIMSweb, Fountas & Pinnell, and Review 360). Results from these assessments are used to plan and deliver instruction and tiered supports for students.

Pennsylvania System of School Assessment (PSSA)

The PSSA is a state mandated standardized assessment which is administered to students in Grades 3, 4 and 5 for English Language Arts and Mathematics, and in Grade 4 for Science. These tests require pupil essays, written explanations as well as numeric answers to mathematics questions, and written responses to reading passages. The tests are scored by the Pennsylvania Department of Education. More information may be found at <http://www.education.pa.gov/K-12/Assessment%20and%20Accountability/PSSA/Pages/default.aspx>

Specialized Testing

The school counselor or literacy specialist may administer specialized tests to individual students to assist teachers in providing an appropriate educational plan for a student. At times, the services of the school psychologist are required to complete more formal testing. Most often the decision to refer the student to the psychologist is made as a recommendation of the Instructional Core Team, which includes the parents of the child.

To place a child in a program of special education (Gifted Support included), the child will be tested by a certified school psychologist. Prior to any testing by the psychologist, parents are given the opportunity to provide written input into the referral. Once the referral is received, the psychologist has 60 days to complete the testing. Gifted Support referrals need to go through a screening process prior to the referral reaching the psychologist.

Grading And Reporting – ESAR and the Online Gradebook

The Pennsylvania Department of Education mandates a standards-based educational system. Students must demonstrate proficiency in meeting the PA Core Standards in English Language Arts and Mathematics, the PA Academic Standards in Science and Social Studies, and PA Academic Standards or National Standards in core subject areas, such as Art, Music, Health & Physical Education.

ESAR and the Online Gradebook Q & A

Q: What is the ESAR? The ESAR . . .

- Is the elementary (grades K-5) report card in the Downingtown Area School District;
- Communicates to parents how a child is progressing on the PA Academic Standards and DASD grade level curriculum;
- Communicates to parents the extent of the progress their child is making with the “Traits of Successful Learners”.

Q: What does ESAR stand for?

- E Elementary
- S Standards
- A Achievement
- R Report

Q: How often will my child receive the ESAR?

- The elementary school schedule is organized into trimesters of approximately 60 days each.
- The ESAR is sent home at the end of each trimester or 3 times in the school year.
- Teachers keep a record of student progress in an electronic Gradebook, which is loaded onto the report card (ESAR) each trimester.

Q: How is progress reported on the ESAR?

1. In K-5, progress is reported using the “Achievement Indicators” listed below.

Note: These scores appear each trimester to indicate progress toward proficiency on each Standard. The * indicates a student with an IEP whose progress is monitored by special education teacher and reported via a Progress Report.

- ★ **4 Advanced** The Advanced Level reflects superior academic performance. Advanced work indicates an in-depth understanding and exemplary display of the skills included in the Core and Pennsylvania Academic Content Standards.
- ★ **3 Proficient** The Proficient Level reflects satisfactory academic performance. Proficient work indicates a solid understanding and adequate display of the skills included in the Core and Pennsylvania Academic Content Standards.
- ★ **2 Basic Level** reflects marginal academic performance. Basic work indicates a partial understanding and limited display of the skills included in the Core and Pennsylvania Academic Content Standards. This work is approaching satisfactory performance, but has not been reached. There is a need for additional instructional opportunities and/or increased student academic commitment to achieve the Proficient Level.
- ★ **1 Below Basic** The Below Basic Level reflects inadequate academic performance. Below Basic work indicates little understanding and minimal display of the skills included in the Core and Pennsylvania Academic Content Standards. There is a major need for additional instructional opportunities and/or increased student academic commitment to achieve the Proficient Level.

*Refer to Individual Goal Report

2. **In grades, 3, 4, 5, students also receive letter grades, which are reported each trimester using the criteria below.**

Note: The * indicates a student with an IEP whose progress is monitored by special education teacher and reported via a ProgressReport.

ESAR Grading Criteria in Grades 3, 4, 5

- A** Student work at this level reflects superior academic performance, indicating an in-depth understanding and exemplary display of the skills included in the Pennsylvania Academic Content Standards. [90 – 100%]
- B** Student work at this level reflects satisfactory academic performance, indicating a solid understanding and adequate display of the skills included in the Pennsylvania Academic Content Standards. [80 – 89%]
- C** Student work at this level reflects marginal academic performance, indicating a partial understanding and limited display of the skills included in the Pennsylvania Academic Content Standards. Student work is approaching satisfactory performance, but has not been reached. There is a need for additional instructional opportunities and/or increased student academic commitment to achieve the Proficient Level. [70 – 79%]
- D** Student work at this level reflects inadequate academic performance, indicating little understanding and minimal display of the skills included in the Pennsylvania Academic Content Standards. There is a major need for additional instructional opportunities and/or increased student academic commitment to achieve the Proficient Level. [69% and below]
- P** Student in ESL Program not able to demonstrate adequate level of understanding due to language limitations

* Refer to Individual Goal Report

Q: What is an Online Gradebook?

Online Gradebook is the electronic database where teachers record student progress. Parents have access throughout the trimester to monitor their student's performance. You should see a weekly report of your student's progress.

Q: How do I access the Online Gradebook?

Online Gradebook requires that you know your student's School ID#. If you do not know the ID#, please contact your school office for the information.

You will find additional ESAR information on the Downingtown Area School District website.
www.dasd.org

Characteristics of a Successful Cyber Student

With the freedom and flexibility of blended and cyber courses comes responsibility. The online process takes real commitment and discipline to keep up. Students should be willing to log in to class every school day.

Before they enroll in the Downingtown Cyber Academy, students should have the following characteristics (or be willing to work on them). They should:

- Be a self-motivated and self-disciplined individual.
- Enjoy working independently.
- Be willing to ask for help.
- Have good time-management skills.
- Be able to meet deadlines for schoolwork.
- Communicate any questions or concerns to the teacher, either online or face-to-face.
- Feel comfortable expressing themselves in writing using standard English.
- Like to get things done today and not tomorrow.
- Not miss the daily face-to-face interaction with instructors and classmates.
- Not give up easily, even when confronted with obstacles.
- Be willing and able to commit to five hours per week per course.
- Agree that online courses can be more challenging than face-to-face classes.
- Have reliable Internet access.
- Be comfortable in a "virtual environment" - email, sending attachments, online discussions, etc.
- Not be afraid to try new things.

Student and Parent Expectations

Communication

One of the critical components of a successful online experience is good communication. Parents need to know the best avenues to address concerns they feel are essential concerning their child(ren)'s total educational experience at school. Solutions to problems can usually be quickly addressed when communication channels are straightforward, and the communication itself is confidential.

Examples of typical concerns are as follows (but not limited to): curriculum, behavior, discipline, social/emotional, medical, recess, homework, and family situations. Steps to be taken are listed below:

1. Parents/guardians should address concerns initially with the classroom teacher or the teacher directly involved with the particular situation.
2. If not satisfied with the result, communication with a DCA Administrator would be appropriate.
3. If the problem is not resolved after a reasonable period, oral and written communication could be made with the Assistant Superintendent responsible for K-12 Educational Programs.

Phone Messages

Parents who wish to speak with teachers over the telephone should call and leave a message on their extension, which will be provided at the start of the school year. Teachers will be notified electronically and will return the call as soon as possible. A general rule of thumb is that a response will be provided within 24 hours.

Email Messages

Parents are encouraged to send teachers emails with questions or concerns, however, be aware that an immediate response is seldom possible. Teachers check their emails during the day when possible. A general rule of thumb is that a response will be provided within 24 hours.

Conferences

A conference may be initiated by either the parent or the teacher. When requesting a conference, please call the teacher, or send an email directly to the teacher. In this manner, a mutually convenient time can be established for the conference. Please do not expect a discussion with a teacher unless prior arrangements have been made.

In addition, "Parent-Teacher Conference Days" are scheduled at various times during the year. However, you may request a conference in the spring if deemed necessary.

Acceptable Use

All students are required to follow DASD's Acceptable Use Policy.

Discipline

Students are expected to behave in an orderly and respectful manner. Routine discipline matters will be handled by classroom teachers or other responsible adults (aides, monitors, etc). Consequences for breaking established rules or procedures could include isolation, missing a fun activity, or loss of certain privileges or special events. Serious behavior problems will always be referred to the principal and could result in suspension from school. Our school-wide rules are as follows:

1. Be respectful of yourself and others by using kind language, online etiquette and appropriate behaviors.
2. Be responsible for your materials and work and follow directions.
3. Be safe with digital tools and online use.
4. Be a leader of yourself through achieving personal and academic goals.

Code Of Student Conduct

Please access the Downingtown Area School District Code of Student Conduct through www.dasd.org. The Code of Student Conduct provides District information regarding attendance, bus and playground rules, internet policies, and student discipline and can be found in Board Policy 200 Series under the Policies section of School Board ribbon on the District website.

Academic Dishonesty

Any form of academic dishonesty in the Downingtown Cyber Academy will cause a student to be subject to disciplinary action. A failure to follow these principles may result in a student being removed from the Downingtown Cyber Academy and returned to the home school building.

Dress Code

The Downingtown Area Elementary Schools are primarily concerned with three important issues:

- 1. Safety Standards** - Personal appearance styles and all items of wearing apparel and accessories must conform to minimum safety standards as to not endanger the well-being of any pupils or any person within the school environment.
- 2. Health and Cleanliness** - Clothing and dress should be conducive to promoting personal health and cleanliness. The children are permitted to wear shorts of a conservative length. "Short-shorts" and midriff tops are unacceptable. Straps on tank tops should be as wide as an adult finger.
- 3. Non-interference with the Educational Program** - Apparel and accessories must be appropriate to the time and place, in that a pupil's total appearance does not result in any degrading or distracting consequences that would interfere with the educational process within the school environment. Shirts, hats, etc. with inappropriate, obscene, or suggestive language or graphics cannot be worn to or at school or during online classes. On special occasions, such as field trips or Field Day, we may request specific clothing appropriate for the event. A breach of the Dress Code, as outlined above, may result in any of the following: 1) Parent called to address appropriate clothing; 2) Child dismissed from synchronous online learning for remainder of day; 3) Suspension.

Role of the Parents/Guardians

Because much of the elementary students' work is done off-line through reading and writing, a parent or other trusted adult plays a vital role in the student's learning. In the Downingtown Cyber Academy, the person who supports the child's education at home is referred to as the "Learning Coach."

The Learning Coach is responsible for all of the academic aspects of the student's virtual learning program that contribute to a student's success, including but not limited to

- Serve as a learning coach.

- Prioritize education in the home.
- Help develop an appropriate setting for learning.
- Create a schedule that works for the family.
- Help students create a weekly to-do list.
- Monitor students during live Zooms for appropriate behavior.
- Assist students with lessons when needed.
- Check attendance in Infinite Campus.
- Communicate with teacher/s regularly.

Additional Information

Transfers to Buildings

Students are allowed to withdraw from the DCA and return to the brick-and-mortar at the beginning of a new trimester.

Course Materials

Most of the course materials for the cyber courses are digital and available within a student's course. The parents can pick up any analog material for a course (books, equipment, etc.). Students must return any non-consumable material upon completion of the course.

Equipment

Students will need internet access at home to complete their cyber courses. DCA students in grades K-4 will use the District-issued iPads, and 5th graders will be given a Chromebook. Students may also use home devices in concert with District-issued devices.

Home and School Association / DCA Parent Liaisons

The Home and School Association is similar to other parent/teacher organizations such as PTO or PTA, however, all families of students are eligible for membership without payment of dues. We welcome your participation in any way that fits into your schedule. The purpose is to enhance all students' school experience.

The Home and School Association provides homeroom parents for classrooms, sponsors beautification programs, conducts non-profit "fun" activities for children, and also generates fundraisers to financially support student activities such as field trips, assembly programs, scholarships, family fun activities, special grade level activities, field day, and donations of books and equipment to the school.

Please check with your child's home building to find out about meetings and activities. You will receive information regarding communications directly from the HSA. Dates and times of our meetings are posted on the school's website.

We encourage you to engage in your child's Home and School Association and consider serving as a DCA Parent Liaison to share information with other parents/guardians whose children are enrolled in the Downingtown Cyber Academy. The DCA Parent Liaison Group will host meetings to share information and/or plan DCA activities for students.

Volunteers and Visitors

THE DOWNINGTOWN AREA SCHOOL DISTRICT WELCOMES ALL VOLUNTEERS AND VISITORS TO OUR SCHOOL WHO HAVE BEEN INVITED BY THE PRINCIPAL OR BY THE PRINCIPAL'S DESIGNEE.

Volunteer Policy

The School Board recently approved a new policy (Policy 916) regarding required background checks for all school volunteers. This applies to anyone who offers more than one day of

volunteer time. The goal of this policy is to ensure that all who come into contact with our students have successfully obtained the required safety clearances.

The new volunteer policy will apply to parents and all other members of the DASD community who volunteer in our schools or serve as field trip chaperones. The new policy states:

- 1) Background checks are required for all volunteers.
- 2) Volunteers are now required to obtain background checks every five years. Valid clearances must be dated within one year from the date of submission. If you obtained both the child abuse and criminal history clearances within the past one year, you would have another four years of eligibility remaining before having to re-submit new clearances.
- 3) Volunteers must now present proof of a tuberculosis exam. The cost of the examination will be the responsibility of the volunteer unless a financial hardship can be established. Examination costs for senior citizens serving as volunteers shall be at the expense of the district. The district also strongly recommends our volunteers obtaining a pertussis vaccine.
- 4) All volunteers must sign a Volunteer Disclosure Form each year.

Volunteer clearances are free. Please be assured that no parent will be denied the opportunity to volunteer at his or her child's school because of financial need. If the ability to pay for the reports becomes a barrier, the District will assist in making sure the necessary clearances are acquired. More information about clearances can be found on our website.

Many school districts nationwide are instituting similar policies as our entire educational system focuses on safety. We recognize that our volunteers make valuable contributions to our educational, athletic and extracurricular programs. Please see Board Policy #916 for the new policy and guidelines.

Volunteers

The presence of volunteers in the classroom creates issues of sensitivity and confidentiality for all volunteers. To uphold the credibility of this valuable program, it is imperative that volunteers:

- Do not discuss the performance and behavior of individual children either inside or outside the school.
- Avoid discussing teachers and/or teaching methods.
- Discuss any concerns with the Volunteer Coordinator or Principal.
- Act in a professional manner.

We ask that all volunteers:

1. Sign in and out every time they enter and leave the building via the building Raptor system. (This is for safety in case of fire, as well as knowing who is in the building at all times, for safety purposes). **Please have your state issued ID card to be scanned into our Raptor system. Any visitor without a state issued ID card will not be permitted access to the building.**

2. Wear a designated ID while in the building and turn it in when leaving.
3. Call the school office as soon as possible if unable to volunteer on the assigned day.
4. Be consistent and reliable with time.
5. Avoid visiting or wandering through instructional areas that could distract children and teachers.
6. Do not bring younger children to school when volunteering.
7. Classroom volunteer time is at the teacher's discretion.
8. Wear appropriate, tasteful attire that will not interfere with the educational focus.
9. Never interrupt teachers or instruction in the classroom.
10. Keep the Faculty Room reserved for staff members, please. Contact classroom teachers to receive instruction on the use of any classroom equipment and see the Volunteer Coordinator (or building aide) for instruction with other school equipment. Please give staff members priority when operating the copy machine or other office equipment.
11. Check with the assigned teacher for specific instructions for the day.
12. Become familiar with school policy as outlined in this handbook.
13. Expect respect and appropriate behavior from students. Please report any problems to the teacher in charge.
14. Be an example to children by observing all school rules in a professional manner.
15. Avoid disruptive talking in the hallways.
16. Communicate with the teacher if uncomfortable with a specific task. We want your experience to be positive and rewarding.
17. Have fun working in our school.

Visitors

Visitors, including parents, must secure permission and make arrangements with the principal or teacher prior to any visit in an area of the building or school grounds. Visitors, including parents, are also required to check in with our Raptor computer system and wear a visitor badge, which is maintained in the office, before reporting to an area of the building or school grounds.

For reasons of liability, elementary aged children are not permitted to visit unless accompanied by their parents, and only with the approval of the teacher(s) involved, as well as the principal.

Homelessness

In 1987, Congress passed the Stewart B. McKinney Homeless Assistance Act, (subsequently renamed the McKinney-Vento Homeless Assistance Act) to aid homeless persons. The Act defines the term "homeless children and youths" as individuals who lack a fixed, regular, and adequate nighttime residence. On December 10, 2015, the Every Student Succeeds Act (ESSA) was enacted, amending McKinney-Vento. Categories of children who are "homeless" and entitled to the protections of the federal law are as follows:

- (i) children and youths who are sharing the housing of other persons due to loss of housing, economic hardship or a similar reason; are living in motels, hotels, trailer parks or camping grounds due to the lack of alternative adequate accommodations; are living in emergency or transitional shelters; are abandoned in hospitals;
- (ii) children and youths who have a primary nighttime residence that is a public or private place not designed for or ordinarily used as a regular sleeping accommodation for human beings;
- (iii) children and youths who are living in cars, parks, public spaces, abandoned buildings, substandard housing, bus or train stations, or similar settings;
- (iv) "migratory children" who qualify as homeless under federal law because the children are living in circumstances described in clauses (i) through (iii) above. The term "migratory children" means children who are (or whose parent(s) or spouse(s) are) migratory agricultural workers, including migratory dairy workers or migratory fishermen, and who have moved from one school district to another in the preceding 36 months, in order to obtain (or accompany such parents or spouses in order to obtain) temporary or seasonal employment in agricultural or fishing work; and
- (v) "Unaccompanied homeless youth" including any child who is "not in the physical custody of a parent or guardian." This includes youth who have run away from home, been thrown out of their home, been abandoned by parents or guardians, or separated from their parents for any other reason.

If you believe that you fall under one of the above-mentioned categories of children who are "homeless" and entitled to the protections of the federal law, contact your school counselor or the district's Home and School Visitor / Homeless Student Liaison.

(Basic Education Circular, December 2016)

Student Records / Transfer Of Records

The official student records are maintained in the students home school office and are the property of the school district. Typically, these folders contain documents for which parents have copies: report cards, attendance, conference reports, and samples of children's work. In the event that a parent wishes to review the contents of their child's cumulative record folder, they may do so by arranging for a conference with the guidance counselor or principal. Prior to changing schools, a transfer of records card must be completed by the school office. Please provide the school office with adequate advance notice in order that correct forms will be available. Upon notification from the receiving school, we will immediately forward copies of all student records to the new school.

ONLINE REGISTRATION VERIFICATION: The online student registration verification portal will open some time in July. Parents will receive an email notifying them that the portal is open. Please verify information ASAP. If there are changes to residence or legal custody agreements, these documents will need to be scanned in and submitted to the school for filing purposes.

Participation / Activity Fees

Students involved in a program that uses transportation or teacher services beyond the contractual day will be assessed a participation fee. Academic clubs tied to outside competitions and tutorial activities will continue to be funded by the District. Specific information will be included on the permission forms for each activity.

Payments must be made online through the PayForIt.net accounts used also for food service. Please note that students enrolled in the free/reduced lunch plan will be eligible to have their fees waived. Fees will be assigned as follows:

- Music - Families of elementary students participating in music activities will be assessed a \$25 activity fee per student, per year which allows the student to participate in all music programs (band, chorus and orchestra). This fee is applied to the family max.
- Non-academic Clubs and Intramurals – Families of elementary students participating in non- academic clubs and intramurals that require a fee will be assessed a \$25 activity fee per student, per year which allows the student to participate in all clubs/intramurals. This fee is not applied to the family max.

The maximum fee per elementary child is \$50. If a family has more than one child in the district, the maximum amount of cost a family may incur in Music and Sports activity fees is \$250 per year. Any fees in excess of the family fee cap will calculate as \$0.00 during the payment process.

Please visit our website, www.dasd.org, for more specific details involving Participation/Activity Fees. Click on 'Parents' and then 'Activity Fees'.

Food Service

DASD Food Service provides meals to students for breakfast and lunch. The cost for the breakfast is \$1.25 and it does not need to be pre-ordered. You may qualify for Free or Reduced Meals. Read this [form](#) to determine eligibility.

The cafeteria provides a varied lunch menu for students and for planning purposes, parents must preorder lunch for their student(s) by the night before at the latest. The elementary school lunch price is \$2.50 and payment is required to complete the on-line transaction. If you prefer to pay for your child's lunches on a daily basis, your child will also use the PayCentral System.

If you are not present-in-person in a DASD school building during a meal period, you are still eligible for the free meals you missed! If you're interested in receiving these, email us at the address below and we'll coordinate on an individual basis.

A lunch meal includes an entrée, a fruit and/or vegetable, and a milk.

A breakfast meal includes an entrée, a fruit/juice, and a milk.

We will be using our POS this year to track student meals, so we encourage students to remember their PIN to use when checking out in the lunchline when present in a school building for meal service.

Link to Website with More Information:

<https://www.dasd.org/departments/food-services>

Questions Related to Food Service:

FoodServiceInformation@dasd.org

Wellness Policy

The Downingtown Area School District School Board Policy No. 246-AG-9 ([http://www.boarddocs.com/pa/down/Board.nsf/files/9YEUCB72C433/\\$file/NO246-AG-9%20Nutrition%20Standards%20for%20Competitive%20Foods%207.8.15.pdf](http://www.boarddocs.com/pa/down/Board.nsf/files/9YEUCB72C433/$file/NO246-AG-9%20Nutrition%20Standards%20for%20Competitive%20Foods%207.8.15.pdf)) on Student Wellness addresses concerns around student obesity, nutrition, exercise, and overall wellness. A summary of the Policy is below. For more detailed information and questions and answers, please refer to the Health and Wellness page on the District web-site:

<https://www.dasd.org/departments/pupil-services/wellness>.

The DASD Wellness Policy has established the following guidelines relative to food:

- Food MAY NOT be used as a reward.
- Food items MAY NOT be provided for birthday celebrations.
- Food MAY be used as part of the curriculum using the following nutritional guidelines:
 - Water, 100% fruit juice or milk.
 - Are moderate in sodium content.
 - Provide minimal to no trans fatty acids.
 - Provide items that contain >2 grams of fiber/serving.

Rewards/Celebrations/School Events

- District schools will not use foods or beverages, especially those that do not meet established nutrition standards, as rewards for academic performance or good behavior, and will not withhold food or beverages, including food served through school meals, as punishment.
- District schools will not distribute foods or beverages that do not meet established nutrition standards.
- Foods and beverages offered or sold at school-sponsored events outside the school day, such as athletic events and dances, are encouraged to offer healthy alternatives in addition to more traditional fare.

Other School Based Activities (For In-person Learners)

- Drinking water shall be available at all meal periods and throughout the school day.
- Students shall have access to hand washing or sanitizing before meals and snacks.
- Students and parents/guardians may be involved in menu selections through various means.
- The district shall provide appropriate education to all staff on the components of the Student Wellness Policy.
- Goals of the Student Wellness Policy shall be considered in planning all school based activities.
- The district shall support the efforts of parents/guardians to provide a healthy diet and daily physical activity for children by communicating relevant information through various methods.
- Although food may be included for direct instruction, it cannot be used as a reward or punishment.

Birthday Celebrations

Birthdays are a special time for students and we need your support. While many families enjoy special food treats at home, in accordance with the DASD Wellness Policy and our School Health Committee, no food items will be allowed at school for birthday celebrations. This practice will help support healthy alternatives for celebration, reduce interruptions in class time, and will help protect the large number of children who have a variety of food related allergies. Any food items sent in for birthday celebrations will be returned home. Alternatives to food related items include pencils, stickers or other small, school- related items. Each grade level may have their own suggestions for ways to celebrate birthdays.

Balloon deliveries or other extravagant deliveries or “surprises” are not permitted during school hours.

Field Trip Policy

A **field trip** is defined as any trip by students away from school premises. Students on field trips are subject to the rules and regulations established in the Code of Student Conduct, including

the Dress Code. Fees for participation in field trips may be assessed by the district. Credit card payments shall be accepted in accordance with Board policy.

Field Trip Chaperones

Parents/Guardians, other adult volunteers, and/or district employees who serve as chaperones on field trips are subject to Board policies, administrative guidelines, and rules and regulations pertaining to their conduct and responsibilities.

When serving as a chaperone for district field trips, all adults are prohibited from using tobacco products in the presence of students, consuming alcoholic beverages, and using illicit drugs during the duration of their assignment as chaperone. For the safety of all children leaving school premises and in accordance with Board policy, the Superintendent may direct that appropriate screening processes be applied to assure that adult chaperones for field trips are free of criminal history and convictions for any offenses involving children.

As per Downingtown Area School District Policy 121 - Field Trips and 231 – Social Events, chaperones leaving school premises shall be required to provide the following:

1. An original criminal history report (Act 34) – every 5 years
2. An original child abuse history clearance (Act 151) – every 5 years
3. Proof of a Tuberculosis Exam (one time only)
4. Self-Reporting forms submitted annually

To access the necessary forms, please refer to the district web site: www.dasd.org – Human Resources – Employment.

Obtaining clearances does not guarantee a parent or guardian will be selected to chaperone a field trip. Field trip supervision requirements will be followed as indicated in Downingtown Area School District Administrative Guideline #4 of Policy #121 – Field Trips. Examples of chaperones include parents or guardians of students who attend field trips and are not Downingtown Area School District employees.

Procedures:

Clearances must not be dated more than one (1) year prior to the date of submission.

Clearances will be submitted directly to the building principal for review and approval.

Clearances with any remarks from the reporting agency must be forwarded to the Superintendent's designee for final review:

No individual will be approved to serve as a chaperone if the criminal history or child abuse reports/clearances required by these guidelines evidence an offense which would preclude such individual from being employed in a Pennsylvania public school under Act 34 or Act 151.

Medication/Medical Condition

If a student with a specified medical requirement is participating in a field trip, arrangements shall be made in advance to transport, dispense and/or administer approved medication. All

medications and supplies must be sent from home. Send only a single dose of medication for the trip in the original container, and give it to the teacher for your child to self-administer.

Health and Medical

Emergency Contact Information

At the beginning of each school year, every student will receive an Information Verification sheet which must be verified by a parent and returned to the School's Office. Addresses, phone numbers, email addresses and emergency contacts will be asked to be verified for accuracy. **If during the year, changes occur with telephone numbers or persons to contact, please notify the school. Your cooperation is appreciated.**

Physical Examinations

Physical examinations are given by the school physician to children in kindergarten, first grade children who did not attend kindergarten, and to any new Pennsylvania students. Parents will be notified of examination dates. Parents may elect to have these examinations done by a family physician. A Commonwealth of Pennsylvania school examination form may be obtained from the school nurse for this purpose.

Dental Evaluations & Dental Health Education

Dental evaluations are given by the school Dental Hygienist to students in kindergarten and third grade. In some classrooms, children will be given dental health instruction by the school district's dental hygienist. It is our hope to establish sound dental practice and knowledge through the Dental Health Program.

Vision, Hearing & Speech Screening And Therapy

Vision screening is conducted annually for students in K-5. Hearing screening is conducted annually for students in K-3. Students requiring speech, vision or hearing therapy receive special services provided by qualified professionals.

Administering Medications (For In-person Learners)

Medication of any kind, including prescriptions, aspirin, and over the counter products are not to be in the possession of students, but maintained and dispensed from the nurse's office. It is important that medications be in the original containers. **Parents must bring medications to the nurse's office rather than giving students that responsibility.**

NON-PRESCRIPTION and PRESCRIPTION MEDICATIONS must be in the **original container** and requires an accompanying note from the parent **and** the physician stating:

1. Student's full name, grade and teacher
2. Name of medication and dosage with a current date
3. Time(s) that medication is to be administered
4. Date(s) that medication is to be administered
5. Illness / condition requiring medication
6. Signature of parent/guardian **and** health care provider.

First Aid And Illness (For In-person Learners)

Injuries occurring at home cannot be treated by school personnel. First Aid is defined as immediate temporary care given in case of accident or sudden illness. First Aid will be given by the school nurse or nurse's assistant. Children should not be in school when they are ill or when they are not well enough to participate in class. Fever and vomiting should have subsided for at least 24 hours to prevent spread of infection.

When a child exhibits any of the following symptoms, he/she should be kept at home. Some general guidelines are:

For Fevers:

- A child running a fever of 100 degrees or higher should stay home.
- A child running a fever of 99+ degrees may have trouble keeping up with normal activities and may well become sick before the day is over.
- A child with a low-grade fever (99+ degrees) combined with other symptoms and discomfort should stay home.
- The rule of thumb is: "Fever free for 24 hours without medication"
-

Other reasons to keep a child home:

- Severe OR persistent coughing
- Very congested
- Very runny nose
- Unexplained rash
- Contagious disease/infection
- Contagious skin disorder
- Head Lice

Please alert staff if your child has been exposed to chickenpox, head lice, or any other communicable diseases. **Children with communicable diseases will be excluded from school.** Please be reminded that school health services do not include medical diagnoses. A private physician must make these.

If it should become necessary to contact you about your child, the procedure is to first attempt to contact someone at your home phone number. If there is no answer, then the work and/or cell number will be called until you are notified. **Please remember to update your work, cell or home phone number in case of changes. Also, make sure you add an alternate person to be called in case you cannot be reached.**

Head Lice Guidelines (For In-person Learners)

The school nurses in the Downingtown Area School District will follow the guidelines of the American Academy of Pediatrics, the National Association of School Nurses, and the Centers for Disease Control concerning the treatment and containment of head lice by implementing the following procedures in the event that a confirmed case of head lice for a student.

Guidelines:

1. Upon report or discovery of live head lice, the School Nurse will privately check the affected child's head for live head lice.
2. If live head lice are found, the School Nurse will call the child's parent and request that

- they take their child home.
3. The School Nurse will advise on evidence-based treatment options and/or refer them to their health care provider.
 4. The affected child may return to school after treatment of live head lice, and will report to the school nurse to be approved for school attendance.
 5. Children may not remain in school if a significant number of live head lice are found, but they are permitted to remain in school if nits (head lice eggs) are found.
 6. If the student has siblings in the school district, the School Nurse will check the siblings for any live head lice.
 7. At the elementary level, a letter will be sent home to parents in the child's homeroom alerting them that a case of head lice was discovered and advising them to check for head lice and to treat if live lice are discovered.
 8. Instructions in the letter should ask that if child is treated for head lice at home, the parent should contact the school nurse. The school nurse will then check that student's head upon return and follow the recheck policy.
 9. The School Nurse will re-check the affected child's head a week after treatment and follow the aforementioned guidelines if live head lice are found.

Latex Allergies (For In-person Learners)

Our schools are "latex safe" environments. As such, latex products, particularly latex balloons and latex gloves are not permitted in the school.

Nut Allergies (For In-person Learners)

For students who have serious allergies to peanuts or other nut products, we provide a "nut free" table in the cafeteria. It is the child's responsibility to select this table for lunch. **Please do not send unshelled nuts to school with your child. As nuts are removed from the shell, they may release material in the air that could trigger an allergic reaction.**

Accident Insurance

Special Student Accident Insurance may be purchased by parents for students attending Downingtown Area Schools. Details of this policy are sent home at the beginning of each school year.

Transportation (For In-person Learners)

School bus service is provided through the contractors in accordance with the transportation policies of the DASD. Policy and Administrative Guidelines #810 provides details regarding walking zones, procedures for requesting a transportation change, alternate bus assignments due to child care and bus stop and bus riding rules.

Students are assigned to a bus and bus stop location as part of the registration process. Confirmation of bus number and stop is emailed to parents in late August. Long term requests for changes in bus stop or bus route must be directed, in writing, to the Supervisor of Transportation, in the DASD, 540 Trestle Place. These forms may be obtained in the school office.

Due to the capacity of each assigned bus, we cannot give open permission for students to ride

a bus to or from school other than the one to which they are assigned. Emergencies are the only exception and need to be approved by the Principal in advance.

Kindergarten Transportation (For In-Person Learners)

Transportation is provided for Kindergarten students one way. Children in the A.M. session will be transported to school and children in the P.M. session will be transported home with Grade 1-5 students.

Bus Rules And Regulations (For In-Person Learners)

1. Children should arrive at the assigned bus stop 5 minutes before scheduled pick-up times. Parents are responsible for their child's conduct at the bus stop both before and after school.
2. Children should exhibit orderly and appropriate behavior while at the bus stop and on the bus.
3. Children should respect the property adjacent to the bus stop, respect the safety and property of other students, and follow all directions and guidance provided by the bus driver. The bus driver has the same authority as a classroom teacher.
4. Children may ride only their assigned bus and board and depart only from their assigned bus stop, unless the Principal has approved a change.
5. Children should enter the bus and take their seats without disturbing others.
6. Children should remain in their seats while the bus is in motion.
7. Children should speak in a normal tone of voice while on the bus. No shouting is permitted.
8. Children should not throw items on the bus or from the bus.
9. Smoking, eating, drinking, or chewing gum on the bus is prohibited.
10. Children should keep the bus clean and orderly.
11. No items can be placed in the driver's compartment, doorway, or aisle of the bus, or under seats. These areas must be kept clear to exit in case of emergencies.
12. Animals are NOT permitted on the bus.
13. Large musical instruments or school projects are not permitted on the bus unless they can be held on the student's lap.
14. Objects that endanger other students are strictly prohibited. Such objects include, but are not limited to firearms, knives, metal stars, ice skates, glass objects, etc. Possession of dangerous objects may result in immediate suspension of bus privileges and other discipline.
15. Seatbelts must be worn at all times on those buses or school vehicles fitted with seatbelts.
16. Missing the bus and not attending school is NOT a legal absence or reason for being tardy.

Students not obeying the rules may lose the privilege to use bus transportation.

Walkers (For In-Person Learners)

With the exception of District designated walkers, students will not be allowed to walk unless their parents escort them. Parents walking their children to/from school need to follow the same arrival and dismissal procedures as students being transported by their parents.

Bike Riding (For In-Person Learners)

Students may not ride bikes to or from school.

Emergency Response Plan (For In-person Learners)

All staff members are informed of the master emergency plan designed for all possible emergencies.

Emergency procedures fall into three categories: on-site evacuations, off-site evacuations and “take shelter” drills. Every school in the Downingtown Area School District has a detailed action plan for dealing with a variety of emergencies. The plan is reviewed annually with the staff. A key feature of the emergency plan includes periodic drills for each type of emergency response. The school schedules regular fire drills to comply with the Pennsylvania School Laws. In accordance with the law, the school will conduct no less than an average of one fire drill each month.

During the school year, drills are conducted with individual classes, making every effort to conduct the drill on the best day for temperature and weather conditions. Similarly, drills are conducted to practice the appropriate procedures for a severe weather emergency and safe school drills. Please note that during emergency procedure drills, access to the building may be temporarily denied until conditions are determined to be safe.

Integrated Pest Management (For In-person Learners)

The Downingtown Area 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 buildings and grounds to detect any pests that are present. The pest monitoring team consists of our building maintenance and office. 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. 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 72 hours prior to application and for 48 hours following the application. A schedule of pest control applications is posted on the front entry door of the school. If you desire a list of pesticides to be used and their EPA registration numbers, please submit your request in writing. Parents or guardians of students enrolled in the school will be notified of specific herbicide applications made on school grounds, including athletic fields and recreational areas. If a chemical application must be made to control an emergency pest

problem, notice will be given. Exemptions to this notification include disinfectants and antimicrobial products; self-containerized baits placed in areas not accessible to students, and gel-type baits placed in cracks, crevices or voids; and swimming pool maintenance chemicals.

Change of Address / Telephone / Email

Any change of address, email, or telephone number should be reported to the school office as soon as possible after the change.

Bringing Toys To School /Synchronous Learning Sessions

Students must have the permission of the teacher to bring toys from home. In general, the practice of bringing things from home is discouraged unless needed for instruction. In addition to detracting from the learning process, toys get in the way at lunch time and can be lost or damaged during recess or bus rides. The school assumes no liability for lost, stolen, or damaged items from home.

Bringing Electronic Devices To School/Class For Non-Academic Use

Students must have the permission of the principal to bring electronic devices such as electronic book readers (i.e. a Kindle, a Nook, etc.) to class. If these items are allowed for use during reading, they must be used for reading. Accessing games, music, or social media sites on these devices will not be permitted and will result in them not being allowed for the remainder of the year. Devices such as iPods, MP3 players, and electronic games are not permitted in school/class.

Care of Textbooks

Students are encouraged to properly care for books. They are reminded that the books they are using this year must be used by students in the future. It is the responsibility of each student to pay for books that are lost or damaged.

Lost and Found (For In-person Learners)

Parents are requested to label children's outerwear for a quick return of lost articles. Lost articles found in or around the school are taken to the "Lost and Found" area, which is located along the wall outside the art room. Students should periodically check this area for missing articles.

Private Party Invitations

Private party invitations are **NOT** to be handed out in school/class or on the school bus unless the **ENTIRE** class is invited. Many children have their feelings hurt and get upset when they find out they are not invited to a private party, particularly when it becomes the main focus of conversation during lunch and recess/activity times. In turn, this can develop into inappropriate behavior and lack of academic progress in the online classroom.

Central Administration

Central Administrators may be reached through the Administration Office located at 540 Trestle Place, Downingtown, PA 19335 or by calling 610-269-8460.

Dr. Robert O'Donnell	Superintendent
Dr. Robert Reed	Assistant Superintendent
Dr. Lou Chance	Assistant Superintendent
Dave Matyas	Director of Business Services
Justin Brown	Director of Diversity, Equity & Inclusion
Dr. Caroline Duda	Director of Human Resources
Meghan Dennis	Director of Pupil Services
Dale Lauver	Director of Facilities
Dr. Gary Mattei	Director of Technology
Jennifer Shealy	Director of Communications
William Van Patter	Director of Food Services
Corey Sigle	Director of Athletics
Richell Groff	Supervisor of Transportation
Dr. Jamie Nunery	Supervisors of Student Services/Home &
Cierra Martinez	School Visitors

Downingtown Area School District Board of Education

The Board of School Directors meets at 6:30 p.m. on the second Wednesday of each month. School Board meetings are open to the public.

Notice of Non-discrimination

Downingtown Area School District shall not discriminate in their educational programs, activities or employment practices based on race, color, national origin, sex, disability, age, religion, ancestry or any other legally protected classification. This policy is in accordance with state and federal laws, including Title VI of the Civil Rights Act of 1964, Title IX of the Education Amendments of 1972, Sections 503 and 504 of the Rehabilitation Act of 1973, The Age Discrimination Act of 1975, the Americans with Disabilities Act of 1990 and the Pennsylvania Human Relations Act. Information relative to special accommodation, grievance procedure, and the designated responsible official for compliance with Title VI, Title IX, and Section 504 may be obtained by contacting the Director of Human Resources, Downingtown Area School District, 540 Trestle Place, Downingtown, PA 19335, phone number 610-269-8460.

Notification of Rights Under FERPA

The Family Educational Rights and Privacy Act (FERPA) affords parents and students over eighteen years of age ("eligible students") certain rights with respect to the student's education records. Please review Board Policy 216-AG-3 on our website regarding the sharing of student directory information. If you would like to opt-out your child, you must notify the school district in writing by September 30, 2020. Please email or mail all requests to opt-out directly to your child's school.

Bullying/Cyberbullying Policy

Book	Policy Manual
Section	200 Pupils
Title	Bullying/Cyberbullying
Code	249
Status	Active
Adopted	November 9, 2011
Last Revised	November 11, 2020

Purpose

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.

Definitions

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:[1]

1. Substantial interference with a student's education.
2. Creation of a threatening environment.
3. Substantial disruption of the orderly operation of the school.

Bullying, as defined in this policy, includes cyberbullying.

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.[1]

Authority

The Board prohibits all forms of bullying by district students.[1]

The Board encourages students who have been bullied to promptly report such incidents to the building principal or designee.

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

Every report of alleged bullying that can be interpreted at the outset to fall within the provisions of policies addressing potential violations of laws against discrimination shall be handled as a joint, concurrent investigation into all allegations and coordinated with the full participation of the Compliance Officer and Title IX Coordinator. If, in the course of a bullying investigation,

potential issues of discrimination are identified, the Title IX Coordinator shall be promptly notified, and the investigation shall be conducted jointly and concurrently to address the issues of alleged discrimination as well as the incidents of alleged bullying.[2][3]

Delegation of Responsibility

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

The Superintendent or designee shall develop administrative guidelines to implement this policy.

The Superintendent or designee shall ensure that this policy and administrative guidelines are reviewed annually with students.[1]

The Superintendent or designee, in cooperation with other appropriate administrators, shall review this policy every three (3) years and recommend necessary revisions to the Board.[1]

District administration shall annually provide the following information with the Safe School Report:[1]

1. Board's Bullying Policy.
2. Report of bullying incidents.
3. Information on the development and implementation of any bullying prevention, intervention or education programs.

Guidelines

The Code of Student Conduct, which shall contain this policy, shall be disseminated annually to all students.[1][4][5]

This policy shall be accessible in every classroom. The policy shall be posted in a prominent location within each school building and on the district website.[1]

Education

The district may develop and implement bullying prevention and intervention programs. Such programs shall provide district staff and students with appropriate training for effectively responding to, intervening in and reporting incidents of bullying.[1][6][7]

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:[1][5][8]

1. Student conference.
2. Parental conference.
3. Referral for counseling.
4. Exclusion from school-sponsored activities.
5. Detention.
6. Suspension.
7. Expulsion.
8. Referral to law enforcement officials.

1. 24 P.S. 1303.1-A

2. Pol. 103

3. Pol. 103.1

4. 22 PA Code 12.3

5. Pol. 218

6. 24 P.S. 1302-A

7. Pol. 236

8. Pol. 233

20 U.S.C. 7118

Pol. 000

Pol. 113.1

Chapter 15 Annual Notice



DOWNINGTOWN AREA SCHOOL DISTRICT

540 Trestle Place, Downingtown, PA 19335, phone 610.269.8460, fax 855.329.3273, www.dasd.org

ROBERT J. O'DONNELL, Ed.D. SUPERINTENDENT

Annual Notice to Parents

SUBJECT: Implementation of Chapter 15

22 Pa. Code Chapter 15

In compliance with state and federal law, the Downingtown Area School District does not discriminate against protected handicapped students. Also in compliance with state and federal law, the Downingtown Area School District will provide to each protected handicapped student without discrimination or cost to the student or family, those related aids, services or accommodations which are needed to provide equal opportunity to participate in and obtain the benefits of the school program and extracurricular activities to the maximum extent appropriate to the student's abilities. In order to qualify as a protected handicapped student the child must be of school age with a physical or mental disability which substantially limits or prohibits participation in or access to an aspect of the school program.

These services and protections for "protected handicapped students" are distinct from those applicable to all eligible or exceptional students enrolled (or seeking enrollment) in special education programs.

For further information on the evaluation procedures and provisions of services to protected handicapped students, contact the building principal of your student's attendance area.

CHESTER COUNTY EMERGENCY RESOURCES

MEDICAL EMERGENCY

911

Valley Creek Crisis Intervention (Mental Health Emergencies)

877-918-2100

610-280-3270

Valley Creek Crisis (Warm Line – non emergencies)

866-846-2722

Suicide Prevention Hotline

1-800-273-TALK (8255)

CHILD LINE (Child Abuse Hotline)

800-932-0313

Crime Victim Center (Sexual Assault Hotline)

610-692-7273

Crime Victim Center (Information)

610-692-7420

POISON CONTROL

800-222-1222