

**BEAUMONT ELEMENTARY SCHOOL**  
**Tredyffrin/Easttown School District**  
**“Beaumont Bear Pride!”**

September 2024

Dear Students, Families, and Staff Members,

We welcome you to Beaumont Elementary School for the 2024-2025 school year. Please review the following guidelines, protocols, district policies and regulations, and elementary code of conduct included in this document.

Our outstanding educational program is the result of a close relationship between home and school. This document was developed to give you important information about our school and school district’s policies, procedures, and activities.

Beaumont is a child-centered, warm, and active environment for learning and growing. The staff and I strongly encourage parents to be active participants in their child’s education. Please do not hesitate to contact us to ask questions, to arrange a meeting, or to participate in school activities to the extent possible. Our teamwork will benefit your child.

Sincerely,



Stephanie Demming, Ed.D.

Principal

**Table of Contents**

- T/E Strategic Planning Mission Statement
- General Information
- Emergency Delayed Openings and Closings
- Health Services
- Cafeteria/Food Guidelines
- Home/School Communication
- Instructional Program
- Support Programs
- Student Activities

Code of Conduct  
School Climate  
Annual Notice of Special Education Services  
School District Policies and Regulations  
McKinney- Vento Homeless Assistance Act  
Beaumont Faculty and Staff  
T/E School Board  
T/E School District Administration  
HSA Board and Chairpersons  
Rights Pertaining to Student Records- Collection and Use of Directory Information  
Volunteer Guidelines

### **T/E STRATEGIC PLANNING MISSION STATEMENT**

To empower students to pursue their individual and collective potential as global citizens by creating a safe and equitable community that fosters well-being, integrity, social responsibility and a passion for learning.

### ***OUR ELEMENTARY PROGRAM***

The elementary program (K-4) provides experiences that will develop academic excellence and promote a positive understanding of self and others. Within a developmentally appropriate program, we seek to provide a balanced experience of basic skills, intellectual challenge, and active learning which will support continuous student growth and progress.

### ***GOALS OF THE T/E ELEMENTARY SCHOOLS***

In partnership with the home, the goal of the T/E elementary schools is to educate and challenge each child through a program which:

- provides a firm foundation of basic skills, concepts, and experiences,
- stimulates intellectual curiosity,
- cultivates learning habits and perfects learning tools for independent, lifelong learning,
- addresses individual student strengths and needs,
- promotes healthy mental, physical, social, and emotional growth in a caring and nurturing learning community.

### ***PHILOSOPHY OF EDUCATION***

The purpose of education in the District is both to challenge and to assist each student toward becoming a constructive member of our changing society. By providing experiences that develop intellectual excellence

and promote a positive understanding of self, the school can effectively help each student to appreciate the contributions of our nation's heritage, the interdependence of individuals, and the dignity of all.

The focus of the educational program, therefore, is to help students to develop to their maximum potential and to acquire skills in ways that stimulate curiosity and foster creativity.

The responsibility of the District, in conjunction with families and the community, is to motivate and to assist each student:

- To acquire the knowledge, skills, and experiences necessary to be productive in a global society,
- To develop critical thinking skills,
- To develop self-discipline,
- To accept responsibility, acquire self-reliance, and develop leadership skills,
- To formulate social and ethical values consistent with living in a democratic society,
- To appreciate the value of individual effort,
- To learn to adapt to change,
- To learn to collaborate with others,
- To gain fundamental knowledge that will serve as a basis for further development.

The goal of the schools is to prepare students to be self-directed, creative life-long learners and responsible involved citizens.

The elementary program focuses on the education of the whole child while preparing students to become productive members of a diverse community. Using current research and best practices as well as state and national standards as regulatory guidelines, the program strives to differentiate instruction to meet each student's individual needs. Critical thinking and intellectual curiosity are developed as students are encouraged to access, analyze, synthesize, and evaluate information from various resources and points of view.

The goal is to foster a resilient and culturally competent student body by cultivating learning habits and tools for independent life-long learning. To meet the needs of the global community, elementary school practices will continuously evolve as influenced by technological and societal demands.

The elementary school program recognizes the importance of promoting healthy academic, social, physical, and emotional growth in all students. The elementary school program upholds the District's strategic planning mission statement. The students, staff, families, and community work together to support a caring and nurturing learning environment.

Grouping students for instruction at the elementary level places an emphasis on individual student progress leading to the development of the maximum potential for learning. To accomplish this goal, it is essential that children have opportunities to be intellectually challenged in skill areas and given opportunities to learn and share with children of varying abilities. In the process of grouping students, consideration is given to formation of groups that will enhance and foster interdependence among learners, promote independent thinking, build positive self-concept, and provide a stimulating learning environment for each student.

## **GENERAL INFORMATION**

### ***HOURS***

**Grades 1-4** - School begins at 9:10 am and ends at 3:45 pm for children in Grades 1-4. Students arriving after 9:10 am must report to the lobby desk with a written explanation for the tardiness.

Revised: August 2024

**AM Kindergarten** begins at 9:10 am and ends at 12:05 pm. Bus transportation is provided to school, and parents provide transportation home with pick-up at 12:05 pm.

**PM Kindergarten** begins at 12:50 pm and ends at 3:45 pm. PM kindergarten carpool drop-off begins at 12:45. Bus transportation is provided at dismissal time.

**Half-Day Sessions During Parent-Teacher Conferences** - When school is in session for a half day because of parent/teacher conferences, grades 1-4 dismiss at 12:45 pm. Kindergarten sessions are not held on these days.

### ***Student Arrival***

Carpool – Please use the carpool drop-off lane and pull all the way forward. Students should exit vehicles on their own. Students should unload on the passenger side of the car for safety purposes. No student should exit the car into the center of the carpool circle as there are vehicles always moving.

- 8:40/8:45 a.m. – Student arrival begins
- 9:05 a.m. – All entrances closed, except for main entrance

Buses – Bus drivers will dismiss students from their assigned seats in an orderly manner starting from the front. Students should stay seated until prompted by the driver. Drivers will dismiss students from buses when prompted by school staff.

### ***Recess***

Recess will be held by grade level, at regularly scheduled times for each grade level. Students will be able to share equipment and use the playground equipment. Indoor recess will occur during inclement weather, and teachers will facilitate the use of group and individual games and activities.

### ***Dismissal***

Students being picked up will be dismissed directly to carpool. Parents, please pull forward in car line and display the card with your last name. Students will be called directly from classrooms or bus rooms.

Students taking the bus will stay in their classrooms or be called to a bus room until their bus arrives. They will be dismissed directly to their bus.

## **EMERGENCY DELAYED OPENINGS AND CLOSINGS**

### ***TE All-Call***

The T/E School District uses TE All-Call, an automated phone notification system. TE All-Call allows the School District to send important messages quickly via phone to parents and guardians. This calling service will be used in the event of weather-related closings, late openings, early dismissals, and any other unscheduled closings, cancellations, or emergency situations.

To provide this service effectively, you will be asked to provide three phone numbers that will be used as the contact numbers in the TE All-Call system. The system will call three numbers per child. For a list of frequently asked questions on TE All-Call, please visit the T/E School District website at <https://www.tesd.net/Page/112>.

### ***Announcements about Delayed Openings or Closings***

In addition to TE All-Call, closing information will also be broadcast on major television networks, displayed on TETV, Comcast Channel 14, and Verizon Channel 20, and recorded on the Information Hotline at 610-240-1970. For announcements on KYW radio, our School District Emergency Number is **Chester County 854**.

### ***Early Dismissal Due to Emergency/Weather***

The automated message sent by TE All-Call on early dismissal days will instruct parents to press “1” to confirm that the message was heard. It is important that parents listen to the entire automated message and then press “1” when the message is complete. The school office will use the information from TE All-Call to track parents who may not have heard the automated message. If parents do not press “1” when they receive the call on at least one of their three contact numbers, they will receive an additional call from Beaumont Elementary School confirming that they are aware of the early dismissal. Parents are encouraged to make appropriate arrangements and review emergency procedures with their children prior to an early dismissal. The school office is extremely busy on early dismissal days so, if possible, please refrain from calling the main office on these days.

### ***Delayed Opening for Grades 1-4***

In the event of a two-hour delayed opening, school begins at 11:10 AM. Classes will follow a revised two-hour delayed opening schedule with special attention to instruction in reading and math.

#### Modified Kindergarten

When there is a late opening due to weather, modified sessions are scheduled for kindergarten:

AM K: 11:10 - 1:05 (Children may be picked up at 1:05 p.m.)

PM K: 1:50-3:45 (Children may be dropped off after 1:45 p.m.)

### ***DISMISSAL***

School is dismissed at 3:45 pm. If you are picking children up after school, please be sure that a note has been sent to the teacher and that children know that you will be waiting for them in the carpool circle. Please do not come into the building if you are picking up your child at dismissal time. All children who are being picked up will be excused to the carpool circle at dismissal time. Please adhere to the traffic signs on school grounds.

If you need to make changes to the dismissal plans for a student on any given day, we request that parents please contact the office by 2:00 on the day of the change @ [besattendance@tesd.net](mailto:besattendance@tesd.net). Communicating changes in dismissal plans after 2:00 makes it difficult for office staff to share and explain to teachers and students about this change. Students often feel uncomfortable and uncertain about the change. Before 2:00 gives the office staff time to discuss with the teacher and student and confirm any information as needed. In the event of urgent situations, we understand and will assist to make the change as smooth as possible.

### ***BUS TRANSPORTATION***

Parents are notified of their child’s bus number and stop at the beginning of the school year through the parent portal in PowerSchool. Children may not ride a bus other than their own bus without a bus pass. Written parental permission to take another bus or to exit the bus at a different stop is required. Bus passes are contingent upon available seating. Long-term bus change requests may be made on a form, Request for

Long-Term Alternate Bus Assignment, which is available in the school office or on the BES website - [Long term bus assignment](#).

Questions or concerns about bus routes, stops, and other bus information should be directed to the Transportation Department at 610-240-1680.

### **CAR TRANSPORTATION**

#### **Arrival**

School starts at 9:10 am and students should be in class by that time. Students arriving to class after 9:10 am are late. Morning drop-off in the carpool circle should begin at 8:40/8:45 AM. This circle is located at the side of the building. Students may enter through the back door and go directly to the lobby or to their classroom. This is also the area from which AM kindergarten students are dismissed and PM kindergarten students are dropped off. If you arrive after 9:05, please bring your child to the main lobby door. All student drop-offs should occur in the carpool circle in the designated drop-off spot. Please do not drop off students in the bus lane, at stop signs, or at other curbside areas. Appropriate supervision is scheduled near the school's carpool entrance. Please continue to move your car up as the carpool line progresses and leave no large gaps between cars. This system keeps the carpool line moving more quickly. We request that you do not get out of your car, and students should only exit the car using the passenger side of the car to avoid other cars moving in the car line. While in the carpool line, please **do not get out of your car to walk your child to the door**. This causes other cars to wait and backs up the line. If you need to enter the building or assist your child, please park in a parking space. Once your child has exited your car safely, please move along quickly so that other cars may move along quickly as well.

#### **ABSENCES**

We request that parents e-mail [besattendance@tesd.net](mailto:besattendance@tesd.net) and the teacher on the morning when their child will be absent. After attendance is taken in the classroom, the office verifies all student absences and calls to check on those who have not called in to report absences. Absences are considered lawfully excused when a student is prevented from attendance for mental, physical, or other urgent reasons such as illness, family emergency, death of a family member, medical or dental appointments, authorized school activities, educational travel with prior approval, pre-approved religious instruction (limit 36 hours per year), or a bona fide religious holiday.

Parents/guardians must provide the school with a written excuse explaining why their child was absent within three calendar days of an absence. Handwritten notes, e-mails from parents'/guardians' designated e-mail address, or faxes created and sent by parents/guardians are acceptable forms of written notes. E-mail notes should be sent to [besattendance@tesd.net](mailto:besattendance@tesd.net). Phoning in does not take the place of a written note. If a child will be out of school for more than one day, homework can be requested by calling the office. The teacher will prepare homework that will be available for pickup in the office 24 hours later.

Legal absences for student educational travel must be requested at least two weeks in advance of the travel. A form requesting legal absence may be obtained in the office or on our website at:

<https://www.tesd.net/Page/4201> . The Superintendent must approve trips greater than 5 days in length. No trips over 20 days will be approved.

**\*Please be aware that students who are home due to illness are NOT permitted to attend school activities the day they are home sick. This includes before or after school clubs and any event or school activity during, before, or after the school day.\***

## **TARDINESS**

Students arriving after 9:10 am are considered tardy. (PM kindergarten students are tardy after 12:50 pm.) When students arrive late, they must report to the lobby desk to receive a tardy pass that admits them to class. Parents are required to send a written note to explain the student's tardiness. Tardiness is considered excused due to illness or a doctor's appointment. *Unexcused tardy time will accumulate to unexcused absence time.*

## **LOST AND FOUND**

The Lost and Found is located in the vestibule/front area of the lobby. Parents and children are encouraged to check the Lost and Found whenever jackets, sweaters, or other items are missing. Periodically the contents of the Lost and Found are donated to a local charity.

## **A CHILD'S PLACE**

An extended care enrichment program provides before and after school care for students through "A Child's Place".

Before School Care: 7:00 am to 9:10 am

After School Care: 3:45 pm to 6:00 pm

Kindergarten Enrichment:

AM Session 9:10 am to 12:05 am

PM Session 12:50 am to 3:45 pm

For information on pricing and registration please call 610-687-1263.

## **HEALTH SERVICES**

### **HEALTH SCREENINGS AND VACCINATIONS**

The state-mandated health program guides the T/E program. Under this program, students are required to have medical examinations upon their original entry into school and for all students entering 6th and 11th grades. These exams are also required for any students who transfer into the school district. The physical examination form is available on the district website ([www.tesd.net](http://www.tesd.net)). Dental exams are suggested upon original entry into school and for all transfer students.

The law provides for medical or religious exemptions.

Screening procedures are done regularly by the school nurse for vision, hearing, height, weight, and basal metabolic index (BMI).

Written verification of the following immunizations is required:

4 doses of tetanus (1 dose on or after the 4th birthday)

4 doses of diphtheria (1 dose on or after the 4th birthday)

3 doses of polio

2 doses of measles (given after 1st birthday)

2 doses of mumps (given after 1st birthday)

1 dose of rubella (German measles - given after 1st birthday)

3 doses of hepatitis B

2 doses of varicella (chickenpox) vaccine or history of disease

Please contact the school nurse for addition details regarding immunizations or visit our website at [health services](#).

**COMMUNICABLE DISEASES (Please be aware of additional guidelines and restrictions for the 2020-2021 school year.)**

Children suspected of having a communicable disease are excluded from school and may not attend until their condition is no longer contagious. To protect the health of each student, their classmates, and the school staff, all children should remain home for at least 24 hours after they have had any illness accompanied by vomiting, diarrhea, or fever. Children excluded because of the following infectious diseases may not return to school until the child is under treatment or has recovered:

***PA Department of Health Communicable Disease Exclusion Regulations***

Chickenpox - Six days from the last crop of vesicles.

Contagious Conjunctivitis (Pink Eye) - 24 hours after start of appropriate treatment

Diphtheria - Two weeks from the onset or until negative culture

Fifth Disease - No Exclusion

Impetigo - Until judged not contagious by the nurse or physician

Measles - 4 days from the onset of rash

Mumps - 9 days from the onset or until subsidence of swelling

Pediculosis (Lice) - Until judged not contagious by the nurse/physician

Pertussis - 4 weeks from onset or 7 days from start of antimicrobial therapy

Pinworms - Until first dose of treatment is given

Respiratory Streptococcal Infections (including scarlet fever) - Not less than seven days from the onset or 24 hours after start of appropriate therapy

Ringworm - Until judged not contagious by the nurse/physician

Rubella - 4 days from onset of rash

Scabies - Until judged not contagious by the nurse/physician

Tonsillitis - 24 hours from start of appropriate therapy

Trachoma - 24 hours from start of appropriate therapy

Undiagnosed skin eruption, sore throat, cough, or eye condition - Until medically evaluated and determined not communicable

First Aid is given in school for pupils who are injured or who become ill while attending school. The school doctor recommends standard orders for first aid. Parents are expected to give information to the school to cover emergency situations and to make transportation available when needed. The school is not responsible for treating injuries that happen at home.

## **CAFETERIA/ FOOD GUIDLINES**

### ***CAFETERIA***

The students will eat in the cafeteria during the school year. The classrooms are nut-free. A peanut/nut-free area will be available in the cafeteria.

### ***FOOD GUIDELINES***

Our School Cafeteria operates under the National School Lunch and Breakfast Programs. Menus are published and posted on the school website [food services](#).

### ***BREAKFAST***

The cafeteria operates a School Breakfast Program that consists of (1) ½ pint of milk, (2) ½ cup servings of fruit or full-strength vegetable or fruit juice, and (2) 2oz of protein or 2oz of bread or cereal or 1oz each of protein and bread or cereal. Under the “offer vs. serve” option, a student may decline one item.

### ***LUNCH***

TESD cafeteria meals are planned according to federal regulations to provide 1/3 of the students’ Recommended Dietary Allowances (RDA) and contain no more than 30 percent calories from fat and 10 percent calories from saturated fat averaged over the week. Our cafeteria operates under the National School Lunch Program. Lunch consists of five components: (1) a serving of high protein food, (2) ½ pint of milk, (3 & 4) two servings totaling ¾ cup of fruits and/or vegetables and (5) grain. Under the “offer vs. serve” option, students may choose to take three, four, or five of the components. In addition, milk, juice, snacks, desserts, and other a la carte items may be purchased in the cafeteria.

Menus and prices are on the district website <https://www.tesd.net/domain/34>) under Departments—Food and Nutrition Services.

### ***CAFETERIA PAYMENT***

Parents may send in a check in any amount payable to the Beaumont Elementary Cafeteria for each child’s account. This account is a debit account and each time a student purchases food from the cafeteria, the account is debited. Parents can restrict the number of snacks the child is permitted to buy by writing a note to the cafeteria. Allergy information can also be linked to the students’ account by writing to the cafeteria. The PIN number remains the same for each child from year to year. When a student does not have money in his/her account for lunch, he/she may charge lunch or milk only. If your child charges, please try to repay this debt the next day.

Information regarding free and reduced-price lunch applications is available either in the school guidance office or the Food Service Office at 610-240-1955. Students approved for these meals use the same type of account as the other students to prevent any overt identification.

## **CELEBRATIONS**

### ***Classroom Parties***

During the school year there are three classroom celebrations: Halloween, Winter, and Valentine's parties. Homeroom parents work with classroom teachers to organize the parties. No food of any kind is permitted to be brought to school to be shared with students in connection with these parties.

### ***Student Birthday***

Students who choose to celebrate their birthdays in school may do so with a non-food item (pencil, sticker etc... ). No food of any kind is permitted to be brought to school to be shared with students in connection with recognition of birthdays.

Please communicate with your child's teacher before sending any non-food item into the classroom for a celebration or birthday at least one week in advance.

## **HOME/SCHOOL COMMUNICATION**

Communication between home and school is an essential component of our school. Parents are encouraged to contact the teacher when they have a concern or a question. If a teacher receives a note or phone call that requires a response, teachers will make every effort to answer within 24 hours. All teachers have voicemail. We do not interrupt class time with phone calls, but teachers do check their voicemail daily and will respond to parent messages.

### ***BEAUMONT ELEMENTARY WEBSITE***

The TESD and BES website are great resources for parents and community members to learn more about the various facets of our school such as grade level curriculum, HSA information, and upcoming events. Please take the opportunity to periodically visit our site: [Beaumont website](#) & [HSA website](#)

### ***E-MAIL GUIDELINES FOR PARENTS***

A professional staff directory listing names and voicemail extensions can be found on the T/E website, [www.tesd.net](http://www.tesd.net). If you choose to send an e-mail message to a member of our professional staff, you may not get an immediate reply as staff members will determine how best to contact you: by e-mail, phone, or scheduling a personal conference.

When using e-mail, we ask that you follow these guidelines:

- Please do not send vital timely messages by this medium. Use the telephone to be sure your message is received and clearly understood. For example, do not use e-mail to inform a teacher that your child is not to go home on the bus.
- Please do not share confidential information in an e-mail message.
- E-mail is not the best way to fully discuss the details of a student's academic progress or behavior. These topics are best addressed through a phone conversation or by scheduling a conference.

- Please keep all contacts professional. Do not forward jokes, amusing or special stories, chain letters, or commercial solicitations.

### **NEWSLETTER**

The Beaumont Blast is published weekly by the HSA. It is sent to all families via e-mail and is also available on the Beaumont HSA website [Beaumont Blast](#). This newsletter contains information about upcoming events, community programs, and HSA-sponsored events. Please inform the school office if you cannot retrieve the newsletter electronically and require a “hard paper copy” of it.

### **BES VISITORS/VOLUNTEERS**

Parents are encouraged to visit our school particularly for special activities and events. The T/E School District is now using the Raptor Visitor Management System to enhance the entrance protocols already in place in our schools. The visitor check-in system will provide a consistent method to monitor visitors and volunteers in our buildings while alerting school personnel to the presence of individuals who appear on the sex offender database.

#### **What to expect when entering our schools:**

- You will be asked to present a government-issued ID such as a driver’s license, passport card (not the full passport), state identification card, permanent resident card or active military card when entering our schools.
- Your ID will either be scanned or manually entered into the system. In addition to keeping track of who is in our buildings, the system will check your name and date of birth for comparison with a national database of registered sex offenders.
- Once cleared, you will receive a printed badge with your name, photo, date and reason for your visit. The badge must be worn at all times when in the school.
- When leaving the building, you will turn in your badge to the attendant to check out.
- After the first registration, you will not need to have your ID scanned for subsequent visits to the school. The attendant will find your name in the system and use the record of your previously scanned ID to sign you in and print a current badge.

If you do not have a US government-issued ID, the school staff member can use a different form of identification along with your date of birth. Visitors without an ID may be escorted by a school staff member while in the building.

The school program is greatly enriched by the volunteer services of many parents. Volunteers play an important role in the quality of life in our school. The following guidelines have been developed to assist you in serving in this unique function. *(Please also see our **Volunteer Guidelines** below)*

Offering to volunteer in our school assumes your understanding of these guidelines.

- **Confidentiality:** Information you see or hear can affect the lives and future of individual students. Volunteers must respect the privacy of this information and maintain the same in strict confidence.
- **Attendance:** School personnel depend upon and plan for the assistance of volunteers when scheduled. Volunteers are encouraged to notify the staff

Revised: August 2024

with whom they work as far in advance as possible if they are unable to help during their scheduled time.

- Cell Phones: When volunteering, please silence your cell phones to prevent distractions.
- All volunteers should check with the teacher before interacting with the students. Please refrain from taking pictures to ensure the privacy of our students and to not disrupt the instruction of the students.

Please contact your child's teacher or the HSA Volunteer Chairperson if you would like additional information about volunteering.

#### **\* Notice Regarding Volunteer Clearance Requirements**

New amendments to the Child Protective Services Law (CPSL) enacted on July 1, 2015, state that school volunteers with regular and repeated contact with students and who are responsible for the care, supervision, guidance or control of children will need background clearances. As of July 1, 2016, clearances must be received and processed by the School District **prior to volunteering for activities requiring clearances**. Please check out our website for more details and information: <https://www.tesd.net/Page/12574>

**\*\* School volunteers** - please submit copies of all clearance information to the T/E School District Human Resources Office via email at [volunteerclearances@tesd.net](mailto:volunteerclearances@tesd.net). Please remember to keep a copy of the clearances for your own records. **\*\***

#### ***DROPPING OFF MATERIALS FOR STUDENTS***

Materials that need to be dropped off for students should be left with the greeter or in the lobby vestibule and will be delivered to or picked up by students. We value instructional time and safety and ask that parents and visitors respect our teachers' need to focus on the children in their classroom without interruption.

### **INSTRUCTIONAL PROGRAM**

#### ***TEAMS***

Our elementary school is organized into teams so that the collaborative efforts of teachers can best serve the learning and developmental needs of each child. Each elementary school is comprised of five grade level teams (Kindergarten through Fourth Grade), a Special Area Team (Art, Music, Physical Education, Library), a Support Team (Guidance, Reading, Math Support, ELD, Nurse, Speech, and other support personnel), and a special education team. Joint planning allows teachers to meet daily before school to discuss individual student needs, to plan curriculum, to integrate subject areas, to share ideas, and to plan for the grouping and regrouping of students for instruction.

#### ***CORE CLASS***

Students in Grades 1 through 4 are assigned to a Core class. Core time is the majority of a student's day in which all subjects other than math are taught. In this setting, subject areas are meaningfully integrated. The design of integration can include independent, small group, whole classroom, or grade level instructional activities. Core classes are designed to include students of more than one achievement level. Language Arts instruction will occur in the core classroom.

## **RECESS**

Recess is an important part of the school day. It affords the children a time for recreation and social interaction in an unstructured, supervised setting. Please be sure your child is dressed appropriately for the weather.

## **CURRICULUM**

### ***Language Arts***

The District's English Language Arts learning competencies provide the framework for language arts learning in eight key areas and are aligned with the Pennsylvania State Standards. Using these competencies as a foundation for spiraling skills development, teachers enrich the reading program with the most valuable aspects of a structured and balanced approach. The English Language Arts program accommodates the individual learning needs of each student and stimulates teacher creativity while providing a strong, consistent level of reading instruction across the District.

Language Arts Learning Competencies:

- Reading comprehension: Learning strategies (Example: main idea, sequence)
- Reading comprehension: Thinking skills (Example: inference, compare/contrast)
- Reading: Investigating language patterns (Example: word analysis, decoding, phonics)
- Speaking and writing (Example: writing process, grammar, spelling)
- Study skills
- Research skills
- Response to various genres (Example: fiction, biography, poetry)
- Lifelong reading

### ***Language Arts - Kindergarten***

Students in kindergarten are flexibly grouped heterogeneously for Language Arts. Literacy instruction includes both whole class and small group opportunities. Language Arts instruction consists of small reading groups designed according to the children's needs. The goal of the program is to meet the needs of the students; therefore, the number and makeup of groups may vary based on those needs. Guided by on-going assessments, use of multi-level instructional groups provides teachers the flexibility to move students between groups, as necessary.

### ***Language Arts – Grades 1-4***

Language Arts instruction occurs in the core classroom. Classes are designed to include students of more than one reading achievement level. Neither the highest nor the lowest achievement group on a team by itself constitutes a total class. Typically, the goal of core grouping is to have 2-3 instructional levels per class. However, the goal of the Language Arts program is to meet the needs of the students; therefore, the number and make-up of groups may vary based on those needs.

Literacy instruction includes whole group and small group opportunities as well as time for independent practice. A single class on a grade level team will include students with a range of reading achievement levels.

Guided by on-going assessment, use of these multi-leveled instructional groups provides teachers the flexibility to move students between groups, as necessary.

An overarching consideration when constructing core classes is to create well-balanced groupings that meet students' academic, social, and emotional needs.

### ***Writing***

Writing begins with the student's initial school experience. The use of the writing and reflecting process (brainstorming, pre-writing, drafting, revising, conferencing, editing, and publishing) continues throughout the grades. Writing is not an isolated experience but is integrated throughout the school day in various curricular areas. Teachers introduce and reinforce the components of good writing at each grade level. Students and teachers use the portfolio as a vehicle for the development of skills in composing, revising, and reflecting on writing throughout the grades.

### ***Listening/Speaking***

Communication skills are an integral part of the learning experience. Early modes of learning center around kinesthetic and visual activities. Listening and speaking skills develop as the child progresses through school. Learning these skills enables the student to become an active participant in the learning process.

### ***Spelling***

Beginning in kindergarten, students experiment with letters and sounds and learn how those letters build words. As students make progress in their writing abilities, the purpose of the spelling curriculum is to help students master conventional spelling. The spelling program focuses on spelling patterns and words students frequently misspell. Students also learn to use tools such as the dictionary, collaboration with peers, and technological devices. The spelling and language arts programs follow research-based strategies and methods.

### ***Handwriting***

In the early elementary grades, students learn the strokes which form the basis of manuscript letters. Handwriting instruction focuses on the development of letter formation skills and the application of these skills throughout the curriculum. Cursive handwriting is introduced in the third grade and refined in fourth. Students work with keyboarding and word processing, progressing in efficiency on an individual basis.

### ***Study Skills***

The development of good organizational and study skills is an essential part of schooling. Such topics as how to manage time, plan for long- and short-term assignments, organize workspace and materials, and study for tests are taught and reinforced at the appropriate team levels.

### ***Mathematics***

The T/E mathematics curriculum is based on a set of clearly defined learning objectives. Major concepts include numbers and numerals, measurement, rational numbers, geometry, decimals, graphing, number theory, algebraic concepts, and probability. These concepts are developed through a balanced use of manipulative materials, various text-based instruction, and technology. Students are flexibly grouped in first grade and then more formally grouped beginning in second grade. This approach to teaching and learning accommodates the needs of students and provides students with appropriate challenge. Some factors that may be considered when grouping students by achievement include teacher recommendation from the previous year, district-developed placement tests, standardized testing data, on-going classroom assessment,

and teacher monitoring. *Math in Focus, Singapore Math* is used across the district to provide a consistent foundation for each child to develop strong mathematical skills. This series incorporates a balanced approach between skills and conceptual understanding. It has children move through the developmental stages from using concrete materials, moves to the pictorial stage and finally progresses to the abstract.

Mathematics is an important subject and T/E's teachers are dedicated to preparing every student to meet the challenges and demands of the future.

### **Science**

Science is best learned when students are engaged in practicing Science. Hands-on activities encourage students to experience for themselves, through direct observation and experimentation, the process, joy, and fascination of science. Through scientific experimentation, students answer their own questions and develop patience, persistence, and confidence. T/E's elementary Science curriculum in kindergarten is a hands-on, theme-based program.

Grades first through fourth have adopted Science and Technology for Children which was developed by the National Academy of Science in cooperation with the Smithsonian Institute. Each elementary school provides both hands-on Science instruction in a Science lab and classroom Science instruction where reading and writing are tools for learning. A full-time Science aide assists and supports the classroom teacher in the preparation and implementation of lessons.

The units of study are as follows:

<b>Kindergarten</b>	Senses/Properties, Weather, Insects, Seeds/Plants, Energy, Agriculture
<b>Grade 1</b>	Comparing and Measuring, Weather, Rain Forests or Oceans, Organisms, Magnetism, Solar System, Sustainability
<b>Grade 2</b>	Life Cycle of Butterflies, Balancing and Weighing, Changes, Soil, Sound, Solar System, Sustainability
<b>Grade 3</b>	Chemical Tests, Rocks and Minerals, Plant Growth and Development, Land and Water
<b>Grade 4</b>	Ecosystems or Animal Studies, Electric Circuits, Motion and Design

### **Social Studies**

The T/E social studies curriculum is designed to help students understand cultural diversity and their place in a global community.

Throughout the curriculum, students are encouraged to explore the following questions:

**Kindergarten:** The Kindergarten social studies curriculum will focus on building community through an exploration of texts that highlight the characteristics that contribute to positive communities. Students will put these stories into practice within their own community by identifying and putting into practice the themes of sharing, kindness, empathy, resiliency, and a growth mindset.

**Grade 1:** In 1st grade students take their understanding of their local community and explore the global community. Students will explore the culture, history and experiences within our global community through a study of people and places across the seven continents. Through this study, students will identify groups of people who contribute to places, identify and learn the meaning behind cultural traditions and celebrations and describe how geography impacts people and places.

**Grade 2:** In 2<sup>nd</sup> grade, students will continue their exploration of the global community by examining the role the global community has had on shaping the innovation of systems including communication, transportation, economics, sports and recreation and shelter and architecture. Through this study, students will recognize that innovation and collaborative problem solving were and still are a global experience.

**Grade 3:** In 3<sup>rd</sup> grade, students will explore the Essential Question, “Why do people live where they live?” Students will learn how innovation, opportunity and conflict have contributed to the movement of people around the world and Pennsylvania in particular. Students will journey back in time to discover the first inhabitants of the North American continent, the earliest settlers of Pennsylvania and the history of Chester County and Tredyffrin/Easttown townships, including the Berwyn School Fight. Students will explore how movement and immigration impacts people and places from past to present and continues to shape our state of Pennsylvania today.

**Grade 4:** Students in 4<sup>th</sup> grade will build upon their knowledge of community, innovation and movement and explore what it means to be a country and, through our course of study, begin to identify the factors that shape the American experience. After building upon existing map skills, students will focus on identifying and having a relational awareness of the states and capitals that make up our country. The next units will draw on knowledge from 3<sup>rd</sup> grade to discuss the pre-colonial encounter, explorers and Colonial America. Students will move from Colonial America to analyze the causes of the American Revolution, the writing of our Constitution.

## **Health**

K-4 health is divided into four basic areas of study incorporating both factual knowledge and the development of positive attitudes and lifelong healthy behaviors.

**Safety** Includes personal and group safety concerns involving, but not limited to, bus, bicycle, fire, playground, and other grade-appropriate issues.

## **Drugs and Alcohol**

Incorporates Officer Friendly, Guidance, and REACH (Responsible Adolescents Concerned and Helping) to encourage the child to make appropriate decisions based on factual information.

## **Family Life**

Focuses on information, self-concept, interpersonal relationships, and positive decision making. Please note: An alternate to the Family Life curriculum is available upon parental request.

## **Care of the Body**

Provides children with activities that enable them to understand the value of maintaining good health through acquiring information and encouraging supportive health habits.

## ***Art***

Students have a regularly scheduled art class with an art teacher in Kindergarten and in grades 1, 3 and 4 once per cycle. In grade 2, students have two scheduled art classes per cycle. The classes range from 35 minutes in Kindergarten to 45 minutes in grades 1-4. All levels of the program include experiences designed to exercise and strengthen the pupil's ability to perceive, appreciate, perform, and criticize. Provisions are made for each student to be involved with a variety of two-dimensional and three-dimensional materials and to gain understanding of our visual arts heritage. The activities are planned to promote the development of independent thinking and self-evaluation. The Art curriculum follows a developmental scope and sequence and is a discipline-based approach to Art education. Lessons are designed to provide instances for integration with elements of the core educational program.

## ***MUSIC***

### ***Classroom Music***

The goals of the Music program are to provide the opportunity for every child to learn the basic skills of singing and reading music, to develop song repertoire, and to broaden listening skills. Once per cycle in grades K, 2, 3 and 4, every class meets with the music teacher for a period of thirty to forty-five minutes for musical activities that include listening, singing, performing, moving, reading, and creating. In grade 1, students have two scheduled music classes per cycle. Through these activities, the students learn concepts dealing with the major elements of music which are rhythm, melody, form and harmony, tone, color, style, and expressive qualities. In third grade, students are introduced to the "recorder" as an adjunct to the music reading program.

### ***Instrumental Music***

When students reach the third grade, they have the opportunity to study a string instrument. At the fourth-grade level, they may begin instruction on suitable band or orchestra instruments. Group instrumental lessons are scheduled for thirty minutes once per cycle and rotate from cycle to cycle so that the same subject is not missed in the regular classroom. Students are invited to join a string orchestra and/or band that meets before school for forty minutes each week. In this setting, students are provided with the opportunity to further develop performance skills and produce both winter and spring concerts for the school and surrounding community. The students rent an instrument from an outside source. The district will continue the practice of providing rental-free instruments for deserving students from families with financial hardship. Please contact the school counselor if there is a need.

### ***Performance Groups***

Students are provided with a variety of performing opportunities. All elementary schools provide three music performance organizations: string orchestra, beginning band, and chorus. These groups rehearse before school once each week. Parents are responsible for providing transportation to rehearsals.

### ***Physical Education***

Physical education contributes to the well-being of students through participation in activities designed to meet their physical, social, emotional, and intellectual needs. It is a tool used to develop individual values of good citizenship and sportsmanship for real-life situations. As students move through the elementary grades,

Revised: August 2024

there is an increased degree of difficulty in skills and a greater emphasis on team play. The program is designed to provide equal opportunities for all students to participate in physical activities that promote self-confidence and the ability to work in coeducational groups. Our physical education program includes:

### **Kindergarten and Grade 1**

- Locomotive skills
- Eye hand coordination
- Ball handling skills
- Stunts
- Game-type activities
- Movement and posture education

### **Grades 2, 3, and 4**

- Physical fitness, testing
- Start of formal exercise
- Stunts, tumbling, apparatus
- Rhythmics and dance
- Game program
- Sports program
- Individual/dual activities
- Citizenship/sportsmanship

### ***Library***

The library is a warm, friendly, and inviting place where we encourage children to become lifelong readers. Books may be checked out and taken home to enjoy. We do send home reminder notices on a regular basis if books are late. Children of all grade levels come to the library to enjoy rich literature and to receive direct instruction in the workings of the library and its many technological resources. Research has demonstrated that students who are exposed to a print-rich environment, engage in voluntary reading, and read at home tend to develop the habit of reading. We encourage families to take advantage of the resources of our library and share the joys of reading together. We strongly encourage all parents to spend time reading with their child each day.

## **SUPPORT PROGRAMS**

### ***BRIDGE***

The “BRIDGE” program is designed to provide early intervention and/or supplemental reading instruction to kindergarten and first grade students who require additional literacy support.

In kindergarten, eligible students receive intensive small group instruction four to five times a week. The objective of the program is to enhance language development, concepts about print, and reading readiness skills. The evaluation for eligibility in the kindergarten program begins with the fall Kindergarten Screening that is administered to all kindergarten students. A team made up of the reading specialist, speech/language therapist, and BRIDGE teacher uses the results to select children for further assessment, including a language evaluation and teacher recommendation.

In first grade, one-on-one instruction is provided daily. The objectives of the program are to teach successful strategies in approaching print and to develop sight vocabulary. Core teachers, the reading specialist, and the speech/language therapist collaborate to select students for evaluation with the Early Literacy Assessment and the Test of Auditory Analysis Skills. On-going communication with parents takes place throughout the year.

### ***READING SUPPORT***

This program is designed to provide supplemental reading instruction for students in need of additional support in grades one through four. Instruction for eligible students occurs 3-5 times per week.

### ***ELD (ENGLISH LANGUAGE DEVELOPMENT)***

The goal of the ELD program is to increase proficiency levels for English learners in the areas of listening, speaking, reading, writing, grammar, and vocabulary. Students acquire the academic language necessary to function comfortably in the classroom. The English language specialist acts as a liaison between school and home. Recognizing the diversity of T/E students, the English language specialist fosters each child's participation in the T/E schools while preserving the child's own language and cultural heritage.

### ***COUNSELING***

The elementary guidance program serves children through counseling, consultation, and coordination of services. The school counselor delivers the developmental guidance program. This program provides experiences that will assist each child in the development of a positive self-concept and an understanding of sound human relationships. The counselor works with children individually or in large and small group settings.

The counselor consults with parents, teachers, and community resource personnel to ensure that the needs of individual children are met. Acting as a coordinator, the counselor helps to plan meetings, share information, and facilitate the process of accessing help for the child.

### ***MATH SUPPORT***

Supplemental help in Mathematics is provided by the Math Support teacher. To determine eligibility for the program, the Math Support teacher and the classroom teacher review performance on curriculum based, standardized and benchmark tests, as well as classroom observations and sometimes assessments administered by the Math Support teacher. Instruction for eligible students is provided by the Math Support teacher 2-3 times per cycle.

### ***SCHOOL INTERVENTION TEAM and Multi-Tiered Intervention***

The purpose of the School Intervention Team (SIT) is to monitor the progress of our students and provide interventions to increase student progress in academic, social, and behavior skills. Students who are experiencing social, behavior, or academic needs may be recommended for a multi-tiered intervention process/plan. The SIT team consists of the principal, psychologist, counselor, math support teacher, reading

Revised: August 2024

specialist, classroom teacher(s), and other staff members. The team works together to monitor student progress, review performance data, and suggest and implement strategies to assist students in the classroom and school-wide setting. As a MIT plan begins, a member of the team notifies parents, the team collects data, staff members observe the student, and the team provides interventions targeted for the student. There will be periodic review of the student's response to intervention, continued review of performance data, student observations, and ongoing communication with parents.

The goals of MIT are:

- Review performance data for every student using universal ELA and math benchmark data (at least three times each year, beginning early in the school year), curriculum-based assessments, individual plan data, and observations of student academic, social, and behavior skills in the school setting
- Provide tiers of intervention that can be adjusted based on individual student need
- Continue to review student plan data and progress
- Provide informal data collection and direct intervention for students for whom instructional or behavioral support is needed
- Enhance and modify classroom instructional strategies
- Coordinate a school-wide delivery of support services for the student
- Monitor and assess student progress as interventions are used
- Ensure a positive and supportive learning environment
- Communicate with the school team and parents

### ***Special Education***

The District provides a range of special education support and services for eligible students. An Individualized Education Program (IEP) is developed to specify the type of support and instruction that enables the student to participate in regular education to the fullest extent possible. The Special Education program provides students with academic and/or behavior support to ensure that each child has the opportunity to be a successful learner. Students who participate in this program require specially designed instruction. This instruction is described in the child's Individual Education Plan (IEP). Parents and teachers, working together, create this plan for the individual child.

At the elementary level, the District operates programs of learning support, emotional support, autistic support, life skills support, and speech and language support. In addition, related services such as occupational, physical, vision, or hearing therapies are provided by qualified personnel when the student requires these services. The IEP is reviewed at least annually. Any team member may request a meeting at any time during the school year to review the program.

### ***SPEECH AND LANGUAGE SUPPORT***

Identification of children who may have articulation, voice, fluency, and/or language problems occurs through referrals by parents, classroom teachers, other school professional staff, the family doctor, or the child. Any parent with a question, concern, or whose child has had previous speech therapy is encouraged to contact the Speech and Language teacher or the counselor. Support services are provided once a child is determined to need specially designed instruction. The plan for this support is developed in the child's IEP. Speech support services may be provided in the classroom, in small groups, or individually both formally and informally.

## ***Gifted Support***

The gifted support program is an enrichment program for mentally gifted students. Students are identified on the basis of multiple criteria including standardized scores on aptitude and achievement tests, teacher and parent recommendations, academic achievement, and psycho-educational testing. Students in this program are involved in a variety of activities directed toward the goals of developing creative thought processes, higher level thinking skills, communication skills, group processes, decision-making skills, problem solving, vocational and avocational interests, and self-awareness/self-concept.

A Gifted Individualized Educational Plan (GIEP) is developed that specifies the type of support and instruction that meets the student's needs. Options may include direct instruction and/or consultation by the gifted support teacher, small group enrichment, curriculum and instruction differentiation, acceleration, and collaboration with the classroom teacher.

## ***RECESS***

As part of a well-balanced school day, a period of outside play is planned for each day. We attempt to take the students outside for recess in all but rainy weather or if the temperature does not permit outside play. Parents are encouraged to have students wear the appropriate clothing for outdoor recess throughout the year including a warm coat, gloves, boots, and hat. Except in the most unusual circumstances, students who are not able to go outside during recess are considered too ill to attend school. If you do not want your child to go outside for an extended period of time, a doctor's excuse may be requested.

## **STUDENT ACTIVITIES**

### ***CHORUS***

Students in third & fourth grades who enjoy singing may join the Chorus. The Chorus rehearses before the school day begins. During the spring, the Chorus presents a concert along with the Band and Orchestra.

### ***INSTRUMENTAL MUSIC***

Third and fourth grade students may elect to receive instruction on the violin, viola, or cello. Fourth grade students may elect to receive instruction on string, woodwind, brass, and percussion instruments. The orchestra and band rehearse before school. Students have the opportunity to perform in a concert during the school year.

### ***SCHOOL STORE***

The school store is operated by fourth grade M.A.S.H students & parents on Monday & Friday mornings before school in the lobby. Proceeds from the School Store support 4th grade M.A.S.H. activities.

### ***CLUBS AND AFTER SCHOOL ACTIVITIES***

An After-School Sports program is offered to students in grades 2, 3, and 4. Students participate in a variety of physical activities in this program. Detailed information is sent home once the program is about to begin.

The HSA sponsors a variety of after school clubs such as Art Club, Science Club, Book Club, Lego Club, and more. The clubs are scheduled to have two-three sessions during the school year for students in grades K to 4. Information about dates, times, and fees will be sent home during the school year.

Some years, a Before School Chess Club is also sponsored by the HSA for students in grades K to 4. Information about dates, times and fees will be sent home during the school year.

Other groups such as Brownies, Girl Scouts, and Cub Scouts may meet at Beaumont School during the school year.

## **CODE OF CONDUCT**

### ***PHILOSOPHY/MISSION***

- The development and maintenance of self-discipline is an integral aspect of learning.
- Each professional staff member, as a part of the normal teacher-learning process, shall develop and emphasize self-disciplinary procedures with students.
- Each staff member is responsible for contributing to the maintenance of these standards of behavior which are conducive to learning not only in the classroom but in corridors, the cafeteria, and throughout the school site.

In many cases, our school discipline guidelines follow a progression from warnings, to redirection, to classroom and school consequences, and finally possible suspension depending on the nature of the behavior. Our guidelines are provided to support the safety and well-being of our students and staff at school and to partner with our families to help our students make good choices.

<b><u>OFFENSE</u></b>	<b><u>CONSEQUENCE</u></b>
<b>1.</b> Disruptive behavior in classroom, in the library, at assemblies, during safety drill, field trips, at social events or other school-sponsored events.	- Warning given - Student conference - Parent contact - School consequences - Possible suspension
<b>2.</b> Physical injury caused by fighting/misbehavior	- Parent contact - Student conference - School consequence - Possible suspension
<b>3.</b> Possession of Weapons	- See Policy & Reg #5410
<b>4.</b> Unlawful Harassment	- See Policy & Reg #5401
<b>5.</b> Destruction of student or school property	- Parent contact and student conference - Possible restitution in some manner - School consequences

- |   |  |
|---|--|
| 6. Bus Offenses                             | <ul style="list-style-type: none"> <li>- Warning</li> <li>- Written notification and student conference</li> <li>- Parent contact</li> <li>- Possible bus dismissal 3 days</li> <li>- Possible bus dismissal 5 days by approval of the Superintendent</li> </ul> |
| 7. Threats (See Policy & Regulation #5401)  | <ul style="list-style-type: none"> <li>- See Policy &amp; Reg #5401</li> <li>- Assessment Protocol</li> </ul>  |
| 8. Bullying (See Policy & Regulation #5401) | <ul style="list-style-type: none"> <li>- Warning</li> <li>- Parent Contact and student conference</li> <li>- School consequences</li> <li>- Possible suspension</li> </ul>   |
| 9. Hazing (See Policy & Regulation #5401)   | <ul style="list-style-type: none"> <li>- See Policy &amp; Reg #5401</li> </ul>   |

School consequences may include but are not limited to a warning, conference with staff member and/or principal, time-out, miss recess time, letter of apology, and phone call to parent. Support services may include conference with the guidance counselor; meeting with parents, students, and staff member(s); guidance services; behavior plans; and positive activities to redirect behavior.

***PRO-SOCIAL SKILLS OVERVIEW***

The Pro-Social Skills Program includes a five-step system that provides language to help children control impulses and make constructive choices. The following is a list of the five steps and the rationale for each.

**1. STOP AND THINK**

Teachers say “Stop and think” to students behaving inappropriately. This message interrupts negative and impulsive behaviors. This prompt also aids self-control as students internalize and apply it themselves. For adults, “Stop and think” is calm, rational, consistent response to challenging behaviors. It serves as an alternative to emotional responses such as yelling or being drawn into arguments with children.

**2. GOOD CHOICE OR BAD CHOICE**

Teachers ask, “Are you going to make a good choice or bad choice?” This question places responsibility for decisions squarely upon children. Power struggles and win-or-lose situations that are generated by child defiance are defused. It is made clear that consequences are derived from choices made by children.

### **3. CHOICE OR STEPS**

Implementation of this part of the sequence varies according to need. Some children are helped to explore alternative choices. In other cases, children are taught social skills essential for school and interpersonal success. These steps are concrete and specific. For example, steps for ignoring are Break (the gaze), Turn (your body), and Move (out of the area). These steps are verbalized to reinforce the controlling capacity of language.

### **4. JUST DO IT!**

Teachers say, "Just do it!" This message is intended to activate children and eliminate excessive verbiage regarding events and behavioral expectations.

### **5. HOW DID I DO?**

This step is used for self-monitoring and self-evaluation. Children reflect upon the results of their choices and consider behavioral alternatives when needed.

*Based on the work of Dr. George Batsche; Adapted by Jerry McMullen, Ph.D.*

## **BEHAVIOR GUIDELINES**

All five schools hold discipline expectations for students which are consistent among all staff members regardless of the location or grade level in the building. The primary goal of the school is to nurture the concept of self-discipline and respect for others. The following guidelines are to be reviewed by students and their parents annually at the beginning of school and referenced frequently throughout the year:

### **HALLWAYS**

1. Students should always walk when traveling to and from classes.
2. Quiet voices are to be used.
3. Students must keep their hands to themselves.
4. Students are not to linger in bathrooms.

### **CAFETERIA**

1. Students should enter and exit quietly.
2. Students should remain seated unless following routines of trash disposal, snack, or bathroom use.
3. Students shall demonstrate appropriate table manners.
4. Nothing should ever be thrown in the cafeteria.
5. Running is not permitted at any time.
6. Students should respect others' space.
7. When finished eating, students should leave the area clean.
8. Students should not lend or borrow money from each other.

9. Students should not share food and should respect those students with allergies.
10. Students must be silent for announcements and follow directions of the cafeteria monitor.

## **PLAYGROUND**

While each grade level constructs specific rules for recess behavior, the following are common in all schools:

1. Students must play safely only in designated areas and remain within playground boundaries.
2. Fighting or games involving body contact are not permitted at any time.
3. Students should use equipment and supplies in a safe and appropriate manner.
4. Any serious problem involving equipment or injury should be reported to the teacher on duty immediately.
5. Students may not play on ice or throw snowballs or wood chips.
6. When hearing the bell or whistle, students should line up quickly and quietly.
7. A request not to participate in outdoor recess due to health reasons requires a note from a parent for one day or from a physician for an extended amount of time.
8. Students may not exit the building for recess unless students see a teacher (or sub) **from their grade.**
9. Students may not reenter the building once outside without permission from the adult on duty.
10. Students may not play behind the trees (along the fence) or behind the bushes (that border the classrooms that face the blacktop).
11. Students should not play (or run) with sticks.

## **INDOOR RECESS**

1. Students must remain in the classroom unless given permission by the teacher on duty to leave the room.
2. Activities and equipment should be appropriate for an indoor setting and approved by each grade level team.

## **BUS**

1. The same conduct that is expected in the classroom should be observed on the bus.
2. Students should walk on and off the bus.
3. Quiet voices should be used.
4. Students must remain seated and keep their hands to themselves. Head, hands, and feet must be kept inside the bus.
5. Students should not eat or drink while riding the bus. Nothing is to be thrown out of windows.
6. No profane language is permitted at any time. The bus should be kept clean and students should not tamper with any equipment.

7. Students should ride only on the assigned bus and disembark at the assigned stop unless given prior approval through the principal's office.

## **SCHOOL CLIMATE**

### ***PATHS PROGRAM***

PATHS, which stands for Promoting Alternative THINKING Strategies, is designed to help elementary children to develop better thinking skills, more mature and responsible ways of behaving, and improved academic performance. PATHS lessons are incorporated into the class meeting activities, which are scheduled at least once every six days. The goals of the PATHS program include:

- Increase children's abilities to think and solve problems for themselves;
- Increase children's abilities to use their thinking skills to act responsibly and maturely;
- Improve children's understanding of themselves and others;
- Improve children's feelings about themselves and others;
- Increase children's abilities to learn more effectively in the classroom environment.

### ***OLWEUS BULLYING PREVENTION and RESPONSE PROGRAM***

It is the policy of the District to provide a safe and positive learning environment free from bullying behaviors. Bullying occurs when a student or a group of students **intentionally** and **repeatedly** uses hurtful or intimidating words, actions, or other behaviors against another student. A detailed description of bullying behaviors is posted in each classroom for student access. If a student thinks that someone is bullying him/her during the school day, on school property, on a school bus, or at a school-sponsored activity, the student should tell an adult at school immediately so the school can begin the process of investigating the issue. Following the investigation, school officials may apply a range of consequences as listed above under Disciplinary Offenses.

Our elementary schools use the research based Olweus Bullying Prevention Program as the foundation for creating a safe environment for children. This program presents a clear definition of the term "bullying".

"A person is bullied when he/she is exposed, repeatedly and over time, to negative actions on the part of one or more persons."

This program provides a structured approach to the prevention of bullying. It promotes increased understanding of the issues involved with "bullying" behaviors and provides a coordinated plan for addressing these issues. It also includes strategies for bystanders to use when they observe bullying behaviors. The goals of the program are:

- To reduce (and ideally eliminate) existing bully/victim problems among children.
- To prevent the development of new problems.
- To achieve better peer relations at school.

There are four essential rules that we teach:

We will:

1. Not bully others;
2. Help students who are bullied;
3. Include all students who are left out;
4. Tell an adult at school and home when someone is bullied.

#### ***DEVELOPMENTAL GUIDANCE PROGRAM***

The developmental guidance program introduces “I-Care” Rules in kindergarten, and these are reinforced through the grades. The program reinforces getting along with others and teaches resiliency.

I-Care Rules:

1. We listen to each other.
2. Hands are for helping, not hurting.
3. We use I-Care language.
4. We care about each other’s feelings.
5. We are responsible for what we say and do.

#### **ANNUAL NOTICE OF SPECIAL EDUCATION SERVICES**

The Tredyffrin/Easttown School District provides – without cost to parents – screenings, evaluations, appropriate programs, and services to all students thought to be exceptional and in need of specially designed instruction, from age 5 through the end of their legally determined age eligibility. These programs and services are made available to children who meet the qualifications of being a student with intellectually disabled, hearing impairments including deafness, speech or language impairments, visual impairments including blindness, emotional disturbance, multiple disabilities, orthopedic impairments, autism, traumatic brain injury, other health impairments, and specific learning disability.

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

Public schools must educate children to the maximum extent appropriate in the regular education setting and they must receive instruction that conforms as much as possible to the instruction received by non-disabled students. Depending on the nature and severity of the disability, Tredyffrin/Easttown School District can provide programs and services beginning in the least restrictive environment to the most restrictive setting in the one of the following:

- The public school the child would attend if not disabled
- An alternative regular public school either in or outside of the district
- A special education program or center operated by a public school entity
- An approved private school or other private facility licensed to serve children with disabilities
- A residential school
- An approved out-of-state program
- In the home

Special education services are provided according to the primary educational needs of the child and not the category of disability. The types of educational services available include:

- Learning support
- Life skills support
- Emotional support
- Deaf or hearing impaired support, blind or visually impaired support, physical support, autistic support
- Multiple disabilities support
- Related services such as speech and language support, occupational therapy, physical therapy, nursing services, audiologist services, counseling, and family training

For further information regarding the Child Find process and related parent rights and protections, or other student services or special education information, please contact the Office of Individualized Student Services at 610-240-1921.

## **SCHOOL DISTRICT POLICIES AND REGULATIONS**

Please see <https://www.tesd.net/site/default.aspx?PageID=50> for a complete list of Policies and Regulations.

### ***MAINTAINING APPROPRIATE BOUNDARIES WITH STUDENTS (P5461 and R5461)***

All District Adults shall be expected to maintain professional, moral and ethical relationships with District students that are conducive to an effective, safe learning environment. "District Adults" means all District employees, coaches of recognized club sports, volunteers, student teachers, and independent contractors, including the employees of independent contractors who interact with District students or are present on District grounds.

A copy of School Board Policy 5461 and Administrative Regulation 5461 are available at

<https://www.tesd.net/cms/lib/PA01001259/Centricity/Domain/14/P5461.pdf>

and <https://www.tesd.net/cms/lib/PA01001259/Centricity/Domain/14/R5461.pdf>,

respectively. Select excerpts and summary information from this Policy and Administrative Regulation are also presented below.

In order to maintain professional boundaries, District Adults shall ensure that their interactions with students are appropriate. Social interactions and electronic communications by District Adults with students shall be for legitimate educational reasons only, unless an exception applies as outlined in Board Policy and Administrative Regulation 5461. District Adults shall be prohibited from entering into or attempting to form romantic or sexual interactions with any student enrolled in the District, regardless of the student's age. Students of any

age are not legally capable of consenting to romantic or sexual interactions with District Adults. All electronic communications conducted by District Adults with a student must relate to educational or extra-curricular programs or activities. Authorized methods of electronic communication are the following:

1. District-provided email;
2. District-sponsored web site (including school and teacher web pages);
3. Telephones (not including texting, unless otherwise permitted under number 4 below); and
4. Other electronic communication methods that are authorized by the administration in support of educational or extra-curricular programs or activities.

When available, all employees, including extra-duty employees such as coaches and activity sponsors, shall use District-provided email or other District-provided communication devices when communicating electronically with students. The use of District-provided email or other District provided communication devices shall be in accordance with District policies and procedures. District employees are prohibited from using personal email, text messaging, instant messaging, and social-networking accounts, websites, and any other applications for communicating with parents and students that are not specifically authorized. District employees shall not follow or accept requests for current students to be friends or connections on personal social networking sites and shall not create any networking site for communication with students other than those provided by the District for this purpose, without the prior written approval of the building principal. An example of allowable communications in this context includes where the adult is a family relative of the student.

If an employee plans to communicate electronically with students through the use of text messages, the employee must obtain permission to do so from their building principal using the form attached as Attachment A to R5461. Also, if permission from the building principal is received, the employee must also obtain written parental/guardian permission to do so.

Policy 5461 applies to conduct committed on or off school property and extends beyond the workday. However, this Policy is not intended to interfere with appropriate personal relationships between District Adults and students and their families that exist independently of the District or to interfere with participation in civic, religious or other outside organizations that include District students.

An emergency situation or a legitimate educational reason may justify deviation from professional boundaries set out in Regulation 5461. The District Adult shall be prepared to articulate the reason for any deviation from the requirements of this Regulation and must demonstrate that they have maintained an appropriate relationship with the student.

Administrative Regulation 5461 includes examples of conduct that could or may violate District Policy regarding maintaining professional boundaries with students. District Adults shall be informed of conduct that is prohibited and the disciplinary actions that may be applied for violation of Board Policies, Administrative Regulations, rules and procedures.

Any District Adult or student who has concerns about or is uncomfortable with a relationship or interaction between a District Adult and a student or who is aware of or suspects a violation of Board Policy or Administrative Regulation 5461 shall immediately, or as promptly as possible thereafter under the circumstances, notify the Superintendent, Title IX Coordinator, principal or other administrator. The District's

Title IX Coordinator is the Director of Equity and Public Programs. Contact information for the Title IX Coordinator is available in Administrative Regulation 5461. Individuals who make good faith reports of potential or actual violations of Policy or Regulation 5461 shall not be subject to retaliation, discipline or other adverse action. Allegations of inappropriate conduct shall be promptly investigated in accordance with the procedures utilized for complaints of prohibited harassment of students.

***STUDENT DISCIPLINE (P5401 and R5401)***

In order to maintain a safe school climate that encourages learning for all students, teachers and administrators shall respond to actions or situations that disrupt this learning process. Discipline measures may include warnings, detentions, suspensions, expulsions or other appropriate responses to the circumstances.

Violations of this Policy and Administrative Regulation shall be reported to local law enforcement in accordance with the Memorandum of Understanding in effect between the District and the local law enforcement agency and any applicable Board Policy.

Offenses committed on school grounds, in school vehicles or while participating in school-sponsored activities on or off school premises or that have some other legally recognized nexus to the school that are considered to be of an extremely serious nature and may result in either suspension or expulsion, include but are not limited to the following:

1. Inappropriate physical contact, attack, fighting, bullying, hazing, harassment, threatening behavior or threats;
2. The use of, distribution of, or possession of, any substance subject to Policy 5405 (Student Substance Abuse) or 5411 (Tobacco Products: Possession and Use). Aiding or abetting any of the above actions regarding substances subject to Policy 5405 or 5411 shall be treated in the same way;
3. The use, possession, or transfer of any item which could be considered a weapon or which is dangerous in nature, as outlined in Policy 5410 or in accordance with applicable law;
4. Destruction or defacing of school property;
5. Infraction of school rules that carries the consequence of suspension or expulsion, as outlined in the applicable Student Handbook, Code of Conduct or otherwise in Board Policy or an accompanying Administrative Regulation;
6. Conduct adversely affecting the school routine or otherwise endangering the safety, morals, health or welfare of others;
7. Inappropriate physical contact, attack, threatening behavior, threat or other retaliatory conduct directed at school staff members or other members of the school community while subject to the school's jurisdiction, their property, or their families.

When a suspendable offense occurs, the principal or designee will meet with the student, at which time the student will have the opportunity to offer an explanation of the infraction. After that meeting the principal or designee may suspend the student from school. Parents/guardians of the disciplined student will be notified of the disciplinary action, as will any staff member and/or the parent/guardians of any student determined to be a target or recipient of behaviors targeting others in violation of District policy.

When a suspension exceeding three (3) school days is under consideration, the principal or designee shall offer the student and student's parents/guardians an informal hearing, as required by law. After such hearing

the principal or designee may extend the suspension for a period of up to ten (10) total school days. Parents/guardians will be notified.

When discipline is to be imposed upon a student with disabilities, District employees are required to follow the additional procedures outlined in the District's Administrative Regulation (R5401) and applicable law.

Policy and Administrative Regulation 5041 are available in their entirety on the District's website at <https://www.tesd.net/cms/lib/PA01001259/Centricity/Domain/14/P5401.pdf> and <https://www.tesd.net/cms/lib/PA01001259/Centricity/Domain/14/R5401.pdf>, respectively. Students and parents/guardians are encouraged to review these documents carefully in their entirety.

***HAZING, BULLYING, DISCRIMINATORY HARASSMENT, THREATS, THREATENING BEHAVIOR (P5401 and R5401)***

**Bullying** shall mean an intentional electronic, written, verbal or physical act, or a series of acts which meet the following criteria:

1. directed at another student or students;
2. occurs in a school setting;
3. is severe, persistent or pervasive; and
4. has the effect of doing any of the following:
  - a. substantially interfering with a student's education;
  - b. creating a threatening environment; or
  - c. substantially disrupting the orderly operation of the school.

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

**Hazing** occurs any time a person intentionally, knowingly or recklessly, for the purpose of initiating, admitting or affiliating a student into or with an organization, or for the purpose of continuing or enhancing a student's membership or status in an organization, causes, coerces or forces a student to do any of the following:

1. Violate Federal or State criminal law.
2. Consume any food, liquid, alcoholic liquid, drug or other substance which subjects the student to a risk of emotional or physical harm.
3. Endure brutality of a physical nature, including whipping, beating, branding, calisthenics or exposure to the elements.
4. Endure brutality of a mental nature, including activity adversely affecting the mental health or dignity of the individual, sleep deprivation, exclusion from social contact or conduct that could result in extreme embarrassment.
5. Endure brutality of a sexual nature.
6. Endure any other activity that creates a reasonable likelihood of bodily injury to the student.

**Aggravated hazing** occurs when a person commits an act of hazing that results in serious bodily injury or death to the student and:

1. The person acts with reckless indifference to the health and safety of the student; or
2. The person causes, coerces or forces the consumption of an alcoholic liquid or drug by the student.

**Organizational hazing** occurs when an organization intentionally, knowingly or recklessly promotes or facilitates hazing regardless of whether the consent of the student was sought or obtained or whether the conduct was sanctioned or approved by the student organization.

**Student activity or organization** means any activity, society, corps, team, club or service, social or similar group, operating under the sanction of or recognized as an organization by the District, whose members are primarily students or alumni of the District.

**Bodily injury** shall mean impairment of physical condition or substantial pain.

**Serious bodily injury** shall mean bodily injury which creates a substantial risk of death or which causes serious, permanent disfigurement, or protracted loss or impairment of the function of any bodily member or organ.

**Discriminatory harassment** means verbal, written, electronic, graphic or physical conduct relating to an individual's actual or perceived race, color, age, creed, religion, sex, gender, sexual orientation, gender identity, gender expression, ancestry, national origin/ethnicity, veteran status, marital status, or handicap/disability when such conduct:

1. Is sufficiently severe, persistent or pervasive that it affects a student's educational performance or creates an intimidating, threatening or abusive educational environment; and/or
2. Has the purpose or effect of unreasonably interfering with a student's educational performance; and/or
3. Adversely affects a student's educational opportunities.

Discriminatory harassment includes, but is not limited to, slurs, jokes, bullying, hazing or other verbal, written, electronic, graphic or physical conduct relating to an individual's actual or perceived race, color, age, creed, religion, sex, gender, sexual orientation, gender identity, gender expression, ancestry, national origin/ethnicity, veteran status, marital status, or handicap/disability. Discriminatory harassment also includes sexual harassment, as defined below.

**Sexual harassment** is a specific form of discriminatory harassment which means unwelcome sexual advances, requests for sexual favors, inappropriate verbal or physical conduct of a sexual nature, gestures of a sexual nature, or display of materials which evoke responses not in keeping with the atmosphere intended for the classroom or the school environment.

**Title IX sexual harassment** is a specific form of sexual harassment which means conduct on the basis of sex that satisfies one or more of the following:

1. An employee of the District conditioning the provision of an aid, benefit, or service of the District on an individual's participation in unwelcome sexual conduct;
2. Unwelcome conduct determined by a reasonable person to be so severe, pervasive, and objectively offensive that it effectively denies a person equal access to the District's education program or activity; or
3. Sexual assault, dating violence, domestic violence, or stalking.

**Sexual assault** means an offense classified as a forcible or nonforcible sex offense under the uniform crime reporting system of the Federal Bureau of Investigation.

**Dating violence** means violence committed by a person:

1. Who is or has been in a social relationship of a romantic or intimate nature with the victim; and
2. Where the existence of such a relationship shall be determined based on the reporting party's statement and with consideration of the following factors:
  - a. The length of the relationship.

- b. The type of relationship.
- c. The frequency of interaction between the persons involved in the relationship.

**Different treatment discrimination** – when an individual or group of individuals is treated differently because of their sex.

**Domestic violence** includes felony or misdemeanor crimes of violence committed by a current or former spouse or intimate partner of the victim, by a person with whom the victim shares a child in common, by a person who is cohabitating with or has cohabitated with the victim as a spouse or intimate partner, by a person similarly situated to a spouse of the victim under the domestic or family violence laws of the jurisdiction receiving grant monies, or by any other person against an adult or youth victim who is protected from that person’s acts under the domestic or family violence laws of the jurisdiction.

**Stalking** means engaging in a course of conduct directed at a specific person that would cause a reasonable person to:

- 1. Fear for their safety or the safety of others; or
- 2. Suffer substantial emotional distress.

**Threat** means a communication of intent to harm another individual or property or behavior suggesting intent to harm an individual or property.

**Threatening behavior** shall mean a physical, verbal or written threat to (1) commit violence with intent to terrorize, injure or damage another or others, (2) cause evacuation of a building, place of assembly or facility of transportation, or (3) otherwise cause serious public inconvenience with reckless disregard of the risk of causing such terror or inconvenience.

**Title IX Coordinator** means the District’s Director of Equity and Public Programs, whose contact information is included in Administrative Regulation 5401.

**Transient threat** means there is no sustained intent to harm.

**Substantive threat** means the intent of the threat is present (or not clear) and therefore requires protective action.

**Behaviors targeting others** means bullying, hazing, harassment, threatening behaviors, and threats collectively.

It is the Policy of the Board to maintain a safe, positive and respectful environment for students and staff that is free from bullying, hazing, discriminatory harassment, threatening behavior and threats. Any form of bullying, hazing, discriminatory harassment, threatening behavior or threats that is a part of a school sponsored or student activity or organization is prohibited.

No student, coach, activity sponsor, volunteer, District employee, administrator, representative, agent, or contractor shall plan, direct, encourage, assist, engage in, tolerate, condone, ignore, or fail to properly report any known instances of bullying, hazing, discriminatory harassment, threatening behavior or threats.

Students who believe they or others have been subjected to bullying, hazing, discriminatory harassment, threatening behavior or threats are encouraged to promptly report such incidents to a building administrator,

teacher and/or school counselor. Students are also encouraged to report allegations of sexual harassment to the District's Title IX Coordinator.

Students, administrators, coaches, activity sponsors, volunteers, District employees, representatives, agents, and contractors shall be alert to incidents of bullying, hazing, discriminatory harassment, threatening behavior and threats and shall promptly report such conduct to their supervisor or the building principal. Individuals are also encouraged to report allegations of sexual harassment to the District's Title IX Coordinator.

Complaints of bullying, hazing, discriminatory harassment, threatening behavior and threats shall be promptly investigated, and appropriate discipline shall be administered to any individual who violates the District's prohibitions against bullying, hazing, discriminatory harassment, threatening behavior and threats, in accordance with applicable Board Policies, Administrative Regulations, and any applicable Code of Conduct. Appropriate corrective and preventative action shall be taken when allegations are substantiated.

Reports of alleged bullying or hazing that could be interpreted to also constitute discrimination and/or discriminatory harassment shall be handled in coordination with the Title IX Coordinator. Reports of alleged sexual harassment must be handled in accordance with the procedures set forth on the District's website at <https://www.tesd.net/domain/1894> in the document titled "Grievance Process with Exhibits." Complaints of bullying, hazing, discriminatory harassment, threatening behavior and threats may also be referred to the appropriate law enforcement agency for investigation, as required by law or in accordance with Board Policies and Administrative Regulations.

No reprisals nor retaliation shall occur as a result of good faith charges of bullying, hazing, discriminatory harassment threatening behavior or threats. Confidentiality of all parties shall be maintained, consistent with the District's legal and investigative obligations.

***EQUAL OPPORTUNITY AND NONDISCRIMINATION OF STUDENTS IN SCHOOL AND CLASSROOM PRACTICES (P6141 and R6141)***

The District will provide an equal opportunity, for all students to achieve their maximum potential through the programs and activities offered by the District without discrimination on the basis of actual or perceived race, color, age, creed, religion, sex, gender, sexual orientation, gender identity, gender expression, ancestry, national origin/ethnicity, veteran status, marital status or handicap/disability, as required by Title VI, Title IX and Section 504. Furthermore, the District provides equal access to the Boy Scouts and other designated youth groups, as required by law.

The District shall provide to all students, without discrimination, course offerings, counseling, assistance, services, employment, athletics and extracurricular activities. The equitable distribution of District resources is one means the District shall use to ensure all students receive a quality education. The District shall make reasonable accommodations for identified physical and mental impairments that constitute disabilities, consistent with the requirements of federal and state laws and regulations.

The District shall comply with federal law and regulations under Title IX prohibiting sexual harassment, which is a form of unlawful discrimination on the basis of sex. Inquiries regarding the application of Title IX to the District may be referred to the Title IX Coordinator, to the Assistant Secretary for Civil Rights of the U.S. Department of Education, or both. The District's Title IX Coordinator is the Director of Equity and Public Programs, whose contact information can be found in Administrative Regulation 6414. Depending on the

specific allegations raised in a complaint received pursuant to this Policy, the Superintendent may designate additional individuals to assist the Title IX Coordinator in carrying out their responsibilities.

Students and third parties who believe they or others have been subject to discrimination are encouraged to promptly report such alleged incidents in accordance with Policy and Administrative Regulation 6141, which are available on the District's website at

<https://www.tesd.net/cms/lib/PA01001259/Centricity/Domain/14/P6141.pdf> and

<https://www.tesd.net/cms/lib/PA01001259/Centricity/Domain/14/R6141.pdf>, respectively. Additional information regarding the investigation and disposition of complaints can be found in the Policy and Administrative Regulation referenced above.

#### ***POSSESSION OF WEAPONS IN THE SCHOOLS (P5410)***

Possession of a weapon or weapons on District property (as defined in this policy) or at school-sponsored activities is specifically prohibited. In addition, with very limited exceptions, Pennsylvania law *requires* public schools to report to police, and expel, for a minimum of one year, any student found in possession of any knife, cutting instrument, cutting tool, firearm, shotgun, rifle and any other tool, instrument or implement capable of inflicting serious bodily injury on District property.

#### ***SEARCHES (P5412 and R5412)***

Authorized school officials are permitted to conduct searches of students, including their persons, lockers, motor vehicles, and other possessions on school property, when there is a reasonable suspicion that such a search will uncover evidence of a violation of Board Policy, Administrative Regulations, school rules, or local, state or federal law on the part of the student. In order for the requisite level of reasonable suspicion to exist, the school official must be able to point to a "particularized suspicion" for conducting a search. Searches that arise out of generalized concerns or merely suspicious behavior, where the school official is not looking for any object in particular, have been struck down as illegal. The scope of any search must be reasonable under the circumstances, taking into consideration the student's age, the intrusiveness of the search, and the immediacy of any threat prompting the search.

A copy of School Board Policy and Administrative Regulation 5412 are available at

<https://www.tesd.net/cms/lib/PA01001259/Centricity/Domain/14/P5412.pdf> and

<https://www.tesd.net/cms/lib/PA01001259/Centricity/Domain/14/r5412.pdf>, respectively, and contain additional information and procedures for the various types of searches (including, but not limited to, systematic suspicionless testing and general searches) to which students may be subjected. Students are encouraged to familiarize themselves with this information and procedures.

#### ***STUDENT RECORDS (P5225 and R5225)***

The Board recognizes its responsibility for the collection, retention, disposition and security of student records. The Board further recognizes its duty to maintain the confidentiality of such records as required by law.

Parents/Guardians and eligible students shall be notified upon initial enrollment and annually thereafter of their rights concerning student records. The notice shall be modified to accommodate the needs of the disabled or those whose primary language is other than English. Notice of the rights of parents/guardians and

eligible students with respect to student records, as well as other District guidelines governing the collection, retention, disposition and disclosure of student records is available for review in Board Policy and Administrative Regulation 5225, which are available at <https://www.tesd.net/cms/lib/PA01001259/Centricity/Domain/14/P5225.pdf> and <https://www.tesd.net/cms/lib/PA01001259/Centricity/Domain/14/R5225.pdf>, respectively.

***PARTICIPATION OF ECONOMICALLY DISADVANTAGED PUPILS IN CURRICULAR ACTIVITIES (P5312 and R5312)***

No student shall be denied the opportunity of participating in curricular programs and activities, including field trips, because of an inability to pay necessary fees for participation or costs of materials. For students wishing to participate in extracurricular programs and activities who are unable to pay the necessary fees or costs to participate, the District will make a good faith effort to identify funds to cover the fees or costs for such students, but cannot guarantee that such funds will always be available in all cases.

***STUDENT CONDUCT ON DISTRICT-PROVIDED TRANSPORTATION (P5413 and R5413)***

No student shall be permitted to engage in conduct that could endanger that student's safety or the safety of others. Discipline will be imposed as the situation warrants, in accordance with Board Policy, applicable Administrative Regulations, this Student Handbook, and the Code of Student Conduct.

***RECORDING IN SCHOOLS AND ON SCHOOL BUSES/VEHICLES (P8070 and R8070)***

In order to promote a safe school environment for all stakeholders, the interior and exterior of schools and other District property may be equipped with video and audio recording devices. The Superintendent is authorized to provide law enforcement with access to live images and audio captured by recording devices in order to promote the health, safety and welfare of student, staff, and other individuals. The Board of School Directors has also authorized the use of video and audio recording on school buses and vehicles while transporting students for school-related purposes for disciplinary and security purposes. Students and, when applicable, school bus passengers will be notified as to the presence and possible activation of any video and audio recording devices. Additional information can be found in Board Policy and Administrative Regulation 8070, which are available on the District's website at <https://www.tesd.net/cms/lib/PA01001259/Centricity/Domain/14/P8070.pdf> and <https://www.tesd.net/cms/lib/PA01001259/Centricity/Domain/14/R8070.pdf>, respectively.

***STUDENTS' FREEDOM OF EXPRESSION (P5400 and R5400)***

Freedom of expression is a right guaranteed by the United States Constitution. Students have the right to express themselves in accordance with law; however, expression that materially and substantially interferes with the educational process, threatens serious harm to the school or community, encourages unlawful activity, or interferes with another individual's rights is prohibited.

***DRESS AND APPEARANCE (P5415 and R5415)***

Students have the right to determine their dress and appearance as long as it conforms to norms of decency as set forth below and does not substantially and directly endanger physical health or safety, damage property or substantially disrupt activities.

Students may be required to wear certain types of clothing while participating in physical education classes or in activities such as music performances and athletics. A student may not be disciplined or excluded from regular instruction because of their appearance if style, fashion, or taste is the sole criterion for such action.

Students are expected to dress appropriately for weather conditions and in accordance with Board Policy.

*Student attire or appearance that materially and substantially interferes with the educational process, threatens the school or community, depicts or encourages unlawful or otherwise prohibited activity, or interferes with another student's rights is not permitted.*

*Clothing bearing or depicting messages, images, or advertisements relating to drugs, alcohol tobacco is not permitted. Clothing depicting violent or sexually explicit messages or images is also prohibited.*

Absent an administrative exception to the contrary, students are expected to dress in accordance with Board Policy and the guidelines established in the applicable Student Handbook during school hours and at school-sponsored events.

Each school's dress code policy shall be gender-neutral. Schools cannot enforce specific attire based on gender. Students have the right to dress in accordance with their gender identity within the constraints of the dress codes adopted by the school. Gender-neutral dress code guidelines apply to regular school days as well as any school sponsored activities.

Students whose attire does not conform to the applicable standards will be asked to put on appropriate clothing. Students may be asked to change into appropriate clothing, if available at school, or the student's parent/guardian will be called and asked to bring appropriate clothing to school.

Students with questions about the applicable dress code or the appropriateness of particular attire/appearance shall direct such questions to the building principal or assistant principal.

Serious or repeated violations of the dress code will be subject to disciplinary action.

#### ***STUDENT ACCIDENTS AND INJURIES – TREATMENT AND REPORTING (P5422 and R5422)***

The Board has created procedures for students who suffer injuries at school or during school events, including students who suffer brain injuries or cardiac events. The Board requires that brain injuries or symptoms of sudden cardiac events to student-athletes be taken extremely seriously and with the short- term and long-term health of the student-athlete kept uppermost in mind. Regulations which have been established with regard to this policy are available in the Athletic Office or Main Office and in the Athletic Handbook.

#### ***FOOD AND NUTRITION SERVICES – STUDENT MEAL CHARGE POLICY (R8120)***

##### School Meal Account Procedures / Meal Charging Policy

A student's meal status is always kept confidential. All students have accounts to purchase their meals and are treated the same at the register.

Parents/guardians are responsible for their student's cafeteria food purchases and are expected to maintain payments on any outstanding account balance for cafeteria food purchases. Parents/guardians may request in writing that the District restrict their child's purchase of a la carte food items and/or meals at any time.

The procedures for notifying parents/guardians of low and negative balances and collecting negative balances

Revised: August 2024

are detailed below. However, students will be permitted to charge meals (breakfast and/or lunch), and will not be denied a meal because of the insufficient funds in their student meal accounts. In addition to purchasing a meal, students are permitted to charge a la carte food items, even if their individual student meal accounts lack sufficient funds, as long as their balance is not negative \$50 or more. In any event, the District will initiate procedures to restrict a la carte purchases when the student's negative meal account balance exceeds \$50 and the student will only be permitted to purchase a breakfast and lunch meal. Students may not be publicly identified or stigmatized, or required to perform chores or other work when they cannot pay or have a negative student meal account balance. Schools will not require a student to discard a school meal after it has been served to the student, even if the student is unable to pay for the meal or has a negative student meal account balance.

#### Low & Negative Account Balance Notification

If a student has an account balance of \$5.00 or less, the parent/guardian will be notified at least weekly by email or a notice distributed in homeroom or in student folders that are brought home to the parent/guardian. The envelope containing this notice should be marked "confidential – to be opened by addressee only." If the student's outstanding account balance due reaches or exceeds five (5) school meals, including breakfasts and/or lunches, a request for payment letter will be mailed or emailed to the student's parent/guardian, which shall also include a request that the parent/guardian apply to participate in the school food program. In addition, a school official will contact the parent/guardian to resolve the outstanding account balance due by one or more of the following methods: telephone, electronic communication, certified letter, and again request that the parent/guardian apply to participate in the school food program. These contacts will continue until the outstanding account balance due is satisfied or has been determined to be uncollectible.

If the student's outstanding account balance due is in excess of \$50.00 and remains unpaid for more than 30 days, the parent/guardian may incur additional collection charges on the outstanding balance. If a good faith effort is not made towards payment of the outstanding balance due, then a referral to an outside authority or agency may be made.

Parents/guardians experiencing economic hardships may request payment arrangements from the District.

#### Additional Information

The Principal or designee shall notify Food and Nutrition Services regarding departing students so that account balances can be rectified prior to their departure. Information on meal prices, menus, how to apply for free or reduced priced meals, how to check a school meal account balance or add funds to such accounts can be found on the District's Food and Nutrition Services webpage.

#### Delinquent School Meal Account Debt

After taking reasonable steps to collect delinquent school meal debt, which shall include at least two written correspondences, as outlined above, to the student's parent/guardian, unrecovered/delinquent debt at the end of each school year shall be referred to the Business Manager for appropriate action. Such unrecovered/delinquent debt shall be considered bad debt and non-federal funding sources must repay the Food Service Fund for the total amount of such unrecovered/delinquent debt. Delinquent school meal debt shall not be classified as bad debt for write off purposes until after reasonable steps have been taken to collect such delinquent school meal debt.

From time to time, parents/guardians or other individuals may choose to donate funds to the District.

Donated funds may not be co-mingled with food service funds from federal or state sources or food sales. Instead, donations must be made to the District's General Fund, and transferred to the Food Service Fund at the appropriate time to offset unrecovered/delinquent student meal debt. Donated funds will not be applied

to individual student meal account balances, but instead as an overall reduction of the amount of funds that would otherwise need to be transferred from the General Fund to the Food Service Fund at the end of the school year to repay the Food Service Fund for unrecovered/delinquent debt.

#### Distribution

This Administrative Regulation, detailing the District's local meal charge policy, shall be provided in writing to each household at the beginning of the school year, and during the school year to households who transfer to the District during the school year.

#### ***STUDENT WELLNESS (P5402 and R5402)***

A copy of the District's Student Wellness and Nutrition Policy and Administrative Regulation are available for review on the District's website at

<https://www.tesd.net/cms/lib/PA01001259/Centricity/Domain/14/P5402.pdf> and <https://www.tesd.net/cms/lib/PA01001259/Centricity/Domain/14/R5402.pdf>, respectively. Students and their parents/guardians are encouraged to review this Policy and Regulation carefully, as they contain important information about fundraisers in school involving the sale of food and regulations regarding bringing outside food into school.

#### Safeguards for Students with Food Allergies

No food of any kind is permitted to be brought to school to be shared with students in connection with recognition of birthdays, celebrations such as Halloween, holidays, Valentine's Day, cultural events, and end-of-the-year festivities at the grades K-4 level.

#### ***TOBACCO PRODUCTS – POSSESSION AND USE (P5411 and R5411)***

The possession, distribution and/or use of tobacco products by students is prohibited in all buildings owned by the District, on school grounds, in school vehicles and/or while participating in school-sponsored activities on or off school premises. The foregoing is a total ban, for all students, on all possession, distribution and/or use of tobacco products in any District building, on any District property, in any District vehicle and/or during any District-sponsored activity. The definition of "tobacco products" is outlined in detail in Policy 5411, which is available on the District's website at

<https://www.tesd.net/cms/lib/PA01001259/Centricity/Domain/14/P5411.pdf>, and includes the use of vaping and other electronic smoking products. Students who violate this Policy will be subject to school-based discipline.

#### ***STUDENT SUBSTANCE ABUSE (P5405 and R5405)***

Students are prohibited from using, distributing, possessing, or being under the influence of prohibited substances in any of the buildings owned by the District, on District property, in school vehicles and/or while participating in school-sponsored activities on or off District property. Students who are found to be in violation of this prohibition shall be suspended from school and disciplined in accordance with Board Policy and the applicable student handbook. Aiding or abetting any of the above-mentioned prohibited conduct shall be treated in the same manner. The definition of "prohibited substances" is outlined in detail in Policy 5405, which is available on the District's website at

<https://www.tesd.net/cms/lib/PA01001259/Centricity/Domain/14/P5405.pdf>. Violations of this Policy shall be

referred to the appropriate law enforcement agencies in accordance with applicable law or regulations, Board Policy, and the Memorandum of Understanding in effect with local law enforcement. The District reserves the right to enforce this Policy and the accompanying Administrative Regulation with respect to off-campus conduct to the fullest extent permitted by law.

The District, recognizing the need to address the problem of substance abuse on a District-wide basis, supports the maintenance of a Student Assistance Program. The purpose of the Student Assistance Program is three-fold: (1) to identify students who are having problems because of substance abuse or due to mental health problems, (2) to intervene when appropriate either by personal contact or through support groups, and (3) with the involvement and approval of parents/guardians, to refer those students for appropriate help. Additional information regarding the Student Assistance Program and procedures for students to seek help for themselves or on behalf of another student with a drug, alcohol, or substance abuse problem can be found in Administrative Regulation 5405, which is available on the District's website at <https://www.tesd.net/cms/lib/PA01001259/Centricity/Domain/14/R5405.pdf>.

#### ***ADMINISTRATION OF MEDICATION TO STUDENTS (P5406 and R5406)***

Unless specifically authorized otherwise by Board Policy, the administration of medication to a student during school, at any school-sponsored activity, or on a conveyance providing transportation to or from school or school-sponsored activity, will be permitted only upon prior consent of the student's parent/guardian and at the direction of a licensed healthcare provider, in the following circumstances:

1. Where failure to take or make available such medication would jeopardize the health of the student or would prevent the student from attending school or participating in a school-sponsored activity; or
2. Where the administration of medication is part of a student's accommodation plan, service agreement, or Individualized Education Program (IEP), in accordance with applicable law.

A copy of the District's Board Policy and Administrative Regulation 5406 are available for review on the District's website at <https://www.tesd.net/cms/lib/PA01001259/Centricity/Domain/14/P5406.pdf> and <https://www.tesd.net/cms/lib/PA01001259/Centricity/Domain/14/R5406.pdf>, respectively. Students and their parents/guardians are encouraged to review this Policy and Regulation carefully.

#### ***FIELD TRIPS (P6153 and R6153)***

Students may have the opportunity to participate in supervised, school-sponsored field trips. Students are reminded that all rules and regulations of the District remain in effect. In the event that a trip is cancelled for any reason, the District shall not be responsible for monetary deposits lost due to such cancellation.

#### ***INTEGRATED PEST MANAGEMENT (P8012)***

When pesticide applications are planned and scheduled in school buildings and/or on school grounds, the District will provide notification including: (1) posting a pest control sign in an appropriate visible area, (2) providing the pest control information sheet to all individuals working in the school building, and (3) providing required notice to all parents and guardians of students or to a list of parents or guardians who have requested notification of applications of pesticides. Records of the District's chemical pest control treatments for the past three (3) years are available to the public at the District's administrative office.

#### ***COMPLAINTS REGARDING THE DISTRICT (P1122 and R1122)***

Complaints concerning the District's programs or operations should be directed to the staff member or the administrator immediately in charge of the area in which the complaint arises. Complaints received anonymously by the District, by the Board or by its members will not be recognized as formal correspondence; and therefore, typically will not be given a response.

The Superintendent shall promulgate Administrative Regulations detailing the process and procedures District personnel will follow for handling complaints received by the District. Special procedures provided by law or other District Policy for handling complaints in certain areas such as discrimination, sexual harassment, and resolving issues of concern for non-contract staff shall supersede the provisions of this Policy and its accompanying Regulation.

#### ***PROCEDURES FOR ENFORCING SCHOOL ATTENDANCE (P5113 and R5113)***

Students of compulsory school age are required to attend school. Regular, timely attendance will ensure every student has the opportunity to achieve. Many of the rules and procedures governing **truancy, absences, and tardiness (which can be cumulatively counted as an absence)** are mandated by Pennsylvania law and school code. The District's Board Policy and Administrative Regulation governing student attendance are available on the District's website at <https://www.tesd.net/cms/lib/PA01001259/Centricity/Domain/14/P5113.pdf> and <https://www.tesd.net/cms/lib/PA01001259/Centricity/Domain/14/R5113.pdf>, respectively. It is important that students and their parents/guardians review these documents and familiarize themselves with the District's procedures.

#### **PE Class/Physical Activity Excusal**

A parent/guardian may excuse a student from Physical Education (PE) class for up to 3 days/classes. An excuse from a healthcare provider familiar with the student who may not be the student's parent/guardian will be required for missing more than 3 days/classes. The healthcare provider's guidance will give the school team more information to support the student if an injury or illness is keeping the student from participating in PE and/or physical activity for a longer duration of time.

#### ***ELECTRONIC DEVICES (P5414 and R5414)***

Electronic devices include all devices that can take photographs; that can record, store, transmit, receive, reproduce, initiate, or display audio or video data, calls, messages, images, or any other form(s) of communications; or that can connect to the internet. This definition includes all devices with voice, data, text, and/or navigation capabilities, those that perform word processing functions, and those that support computer and online applications (apps).

The District has the right to regulate the use of electronic devices in accordance with applicable law. Students may possess electronic devices in buildings owned by the District, on school grounds, in school vehicles, and/or while participating in school-sponsored activities, subject to the conditions contained in Board Policy and Administrative Regulation 5414 and any additional regulations imposed by the building principal or designee.

The use of electronic devices is subject to the following restrictions:

1. Electronic devices may not be used to conduct any activities that violate applicable law, Board Policy, Administrative Regulations, school rules, or any applicable student handbook or code of conduct.
2. Electronic devices may not be used in any manner that interferes with, or is disruptive to, educational or extracurricular activities or events of the District.
3. Unless authorized by a teacher or building administrator for use in connection with an activity related to the curriculum or other District-sponsored activity, electronic devices must be turned off or set on silent mode when students are in classrooms and other locations where instruction is taking place.
4. Use of electronic devices in restrooms, locker rooms, and other areas where individuals would have a similar expectation of privacy is expressly prohibited.
5. Without prior permission from an administrator or teacher, students may not use electronic devices in school to capture videos, photos or audio.
6. The District is not responsible for any damages or theft that may occur to electronic devices.
7. Personal electronic devices must be used in accordance with Board Policy and Administrative Regulation 8080 (Acceptable Use of Technology).

Notwithstanding the rules set forth above, electronic devices may be used at any time for the purposes of reporting an emergency situation or a violation of Board Policy, Administrative Regulations, school rules, or any applicable student handbook or code of conduct to an appropriate school official when such violation constitutes a threat to the health, safety or welfare of members of the school community. Electronic devices may also be used in accordance with a student's IEP or Section 504 Service Agreement. Violations of Board Policy or Administrative Regulation 5414, including any regulations imposed on the use of electronic devices by individual building principals, may result in disciplinary action, including suspension, expulsion and/or referral to law enforcement.

A copy of the District's Board Policy and Administrative Regulation 5414 are available for review on the District's website at <https://www.tesd.net/cms/lib/PA01001259/Centricity/Domain/14/P5414.pdf> and <https://www.tesd.net/cms/lib/PA01001259/Centricity/Domain/14/R5414.pdf>, respectively. Students and their parents/guardians are encouraged to review this Policy and Regulation carefully.

#### ***ACCEPTABLE USE OF TECHNOLOGY (P8080 and R8080)***

The Board recognizes the need to establish rules and regulations for the use by students, staff, and other authorized users of District-owned or issued technology resources, consistent with the educational and operational goals of the District.

District owned or issued technology resources (referred to hereafter as "District technology resources") shall mean:

1. All networks, servers and telecommunications systems maintained or operated by the District;
2. All District-owned or issued resources and hardware devices such as computers, laptops, tablets, telephones, cellular phones, drones, fax machines, printers, copiers, scanners, etc.;

3. All web-based and cloud-based storage; and

4. Web and cloud-based applications provided by the District through a third party.

The use of District technology resources shall at all times be in accordance with applicable law and other Board Policies and Administrative Regulations.

The use of District technology resources is a privilege, not a right, and may be revoked at any time for abusive conduct or violation of the terms outlined in Board Policy or Administrative Regulation 8080.

District technology resources shall be used primarily for school, District employment, or approved educational-related activities only. Limited incidental personal use is permitted, so long as such use otherwise complies with Policy and Administrative Regulation 8080, and further provided that such limited incidental personal use does not interfere with and is not disruptive to District or school operations or another user's use of District technology resources.

The District reserves the right to conduct periodic general searches of network users' activity on District technology resources, using techniques reasonably designed to discover improper or harmful activity by students or other users. Further detail regarding the boundaries of this authority is outlined in Board Policy and Administrative Regulations 8080 and 5412.

The District reserves the right to prevent unauthorized, inappropriate or illegal use of District technology resources, and to administer appropriate discipline to users who violate Policy or Administrative Regulation 8080. Discipline could include, but is not limited to, usage restrictions, loss of access privileges, suspension, expulsion, termination, restitution, referral to law enforcement, and/or any applicable consequence outlined in any student handbook, collective bargaining agreement, or Board Policy/Administrative Regulation, as appropriate under the circumstances.

Users of District technology resources shall have no expectation that their activity on the District network, including files, communications, and internet activity, will be private, regardless of whether activity takes place on or away from school property. Files, communications, and internet activity on District technology resources are subject to review and may be deleted without notice.

The availability of information on District technology resources does not imply endorsement by the District of such content, nor does the District guarantee the accuracy of such content.

The District shall not be responsible for any information lost, damaged or unavailable while using District technology resources or for any charges or fees resulting from such use.

The District will fully cooperate with local, state and federal officials in any investigation concerning or related to alleged illegal activities of any individuals misusing District technology resources.

Users of District technology resources shall immediately report any violations of Policy or Administrative Regulation 8080 to their building principal, immediate supervisor, or the Director of Technology or designee.

The rules, regulations, and procedures that form the District's Acceptable Use of Technology Policy are outlined in detail in Board Policy and Administrative Regulation 8080. A copy of the District's Board Policy and Administrative Regulation 8080 are available for review on the District's website at

<https://www.tesd.net/cms/lib/PA01001259/Centricity/Domain/14/P8080.pdf> and

<https://www.tesd.net/cms/lib/PA01001259/Centricity/Domain/14/R8080.pdf>, respectively. Students and their parents/guardians are encouraged to review this Policy and Regulation carefully.

### ***SELF-HARMING BEHAVIOR (P5423 and R5423)***

The District takes a multifaceted approach to suicide prevention and the recognition of and response to other self-harming behaviors. Students shall receive age-appropriate education on the importance of safe and healthy choices, coping strategies, how to recognize risk factors and warning signs, as well as help-seeking strategies for themselves or others, including how to engage school resources and how to refer friends for help.

“Self-harming behavior” includes (but is not limited to) threats of suicide, excessive risk taking, purposeful self-injury, and evidence of excessive alcohol consumption or harmful drug use. Once evidence of self-harming behavior is made known to a District employee, the employee must intervene in accordance with the procedures outlined in Administrative Regulation 5423, which is available on the District's website at <https://www.tesd.net/cms/lib/PA01001259/Centricity/Domain/14/R5423.pdf>. This Regulation also contains additional information regarding the prevention of suicide and other self-harming behaviors, including referral and response procedures. Students and their parents/guardians are encouraged to carefully review this Regulation and its associated Policy (available at <https://www.tesd.net/cms/lib/PA01001259/Centricity/Domain/14/P5423.pdf>).

### ***HOMELESS STUDENTS AND STUDENTS EXPERIENCING EDUCATIONAL INSTABILITY (P5455 and R5455)***

Students experiencing educational instability are students who experience one or more school changes during a single school year due to homelessness, involvement in the foster care or juvenile justice systems, or court ordered placements. These students are entitled to additional support from the District to remove barriers that could impact their graduation and participation in school. This includes waiver of fees and deadlines to join extracurricular activities. Further details are included in Board Policy and Administrative Regulation 5455, available for review on the District's website at <https://www.tesd.net/cms/lib/PA01001259/Centricity/Domain/14/P5455.pdf> and <https://www.tesd.net/cms/lib/PA01001259/Centricity/Domain/14/R5455.pdf>. Students and their parents/guardians are encouraged to review this Policy and Regulation carefully.

### **MCKINNEY-VENTO HOMELESS ASSISTANCE ACT**

The McKinney-Vento Homeless Assistance Act and the Pennsylvania Education for Children and Youth Experiencing Homelessness Program exist to make sure homeless youth have access to a free and appropriate public education while removing barriers that homeless children face.

Information for School-Age Youth: If you live in any of the following situations (or similar situations), you may qualify for certain educational rights and protections under the federal McKinney-Vento Homeless Assistance Act.:

- A shelter
- A motel or campground due to the lack of an alternative adequate accommodation

- A car, park, abandoned building, bus or train station, or other public or private place not designed for or ordinarily used as a regular sleeping accommodation for human beings
- Doubled up with other people due to loss of housing or economic hardship
- Unaccompanied homeless youth

If you are determined to be an eligible student, you may have the right to:

- Receive a free, appropriate public education
- Enroll in school immediately, even if lacking documents normally required for enrollment
- Enroll in school and attend classes while the school gathers needed documents
- Enroll in the local school or continue attending your school of origin (the school you attended when permanently housed or the school in which you were last enrolled) if that is your preference and is feasible; if the school district believes that the school selected is not in your best interest, the district must provide you with a written explanation of its position and inform you of your right to appeal its decision
- Receive transportation to and from the school of origin, if you request this
- Receive educational services comparable to those provided to other students, according to your needs as a student

If you believe you may be eligible or know someone who could be eligible, contact Dr. Oscar Torres, Director of Equity and Public Programs at 610-240-1909 or [torreso@tesd.net](mailto:torreso@tesd.net) to find out what services and supports may be available. Additional information can also be found in Board Policy and Regulation 5455 (Homeless Students), which is available on the District’s website at <https://www.tesd.net/page/50>.

**BEAUMONT ELEMENTARY SCHOOL FACULTY & STAFF TELEPHONE NUMBERS**

***GENERAL NUMBERS***

District Administration Offices	610-240-1900
Tredyffrin/Easttown Middle School	610-240-1200
Conestoga High School	610-240-1000
T/E Transportation	610-240-1680

***BEAUMONT DIRECT LINES***

Principal	Dr. Stephanie Demming	610-240-1401
Secretary	Mrs. Amanda Kurman	610-240-1403
Office Aide	Mrs. Susan Cantando	610-240-1402

**Voice Mail Box Numbers:** All numbers listed below are voice mail box numbers unless designated direct dial\*

**PRIMARY DIVISION**

## Kindergarten

Rm. 3	Mrs. Megan Szymendera	610-240-2057
Rm. 5	Mrs. Cheryl Massino	610-240-2604

## First Grade

Rm. 4	Miss Tracy Simmington	610-240-2016
Rm. 6	Ms. Kaitlyn Mancuso	610-240-2553
Rm. 7	Ms. Jade Sambrick	610-240-2569
Rm. 8	Mrs. Jodi Cardarelli	610-240-2528
Rm. 9	Mrs. Marcia Kowalski	610-240-2393

## Second Grade

Rm. 10	Ms. Bella Alba	610-240-2122
Rm. 11	Mrs. Shannon Quinn	610-240-2671
Rm. 12	Mrs. Laura Buchanan	610-240-2653
Rm. 13	Mrs. Beth Joers	610-240-2319
Rm. 14	Mr. Dominic Parrotta	610-240-2156

**UPPER DIVISION**

## Third Grade

Rm. 15	Mrs. Misty Pennewill	610-240-2011
Rm. 16	Mrs. Shawnette Brown	610-240-2143
Rm. 17	Mrs. Meredith Waldron	610-240-2270
Rm. 18	Mrs. Ashley Specca	610-240-2167

## Fourth Grade

Rm. 20	Mrs. Kristin Weinrich	610-240-2445
Rm. 22	Mr. Phil Munger	610-240-2536
Rm. 23	Mrs. Alexandra Thompson	610-240-2199
Rm. 24	Mrs. Donna Greene	610-240-2193

**SPECIAL AREAS**

Art	Mrs. Katie Iamurri	610-240-2047
Library	Ms. Porsche Taylor	610-240-1405
Music	Mrs. Kati Hedenberg Mrs. Abby Mertz	610-240-2258 610-240-2136
Physical Ed.	Mrs. Melissa McConaghy Mrs. Lisa Hochstetler	610-240-2511

**SUPPORT AREAS**

Challenge	Mrs. Maryelyn Berg	610-240-2546
ELD	Mrs. Kerry Bryan	610-240-2119
Guidance	Mrs. Judith Root	610-240-1407
Math Support	Mrs. Trish Plunkett	610-240-2142
Special Education	Mrs. Alyssa Marrer Mrs. Kristen Duffy Miss. Katerina Giovanopoulos Mrs. Alexis Bryant Mrs. Lauryn Ozturk	610-240-2281 610-240-2186
Nurses	Mrs. Diane Carlin	610-240-1404
Psychologist	Mrs. Amy Posey	610-240-1408
Reading Specialist	Mrs. Haley Rodgers	610-240-1406
Speech Therapist	Mrs. Allison Ostroff Ms. Lauren Sontupe	610-240-1402
Bridge/Reading	Mrs. Ruth Jung Mrs. Rachel Ebby Rosin Mrs. Kelly Myers	
IT Support	Mrs. Joanne Reuschel	
Cafeteria	Mrs. Theresa Messantonio, Mgr.	610-240-1409

**T/E SCHOOL BOARD**

School Board Members - [School Board](#)

**T/E SCHOOL DISTRICT ADMINISTRATION**

Tredyffrin/Easttown Administration: [Administration](#)

**HSA BOARD AND CHAIRPERSONS**

Beaumont HSA: <https://www.beaumontsa.org/ourhsa>

## HSA Board 2024-2025

**President:** Amy Benchener/ **President-Elect:** Andrea Davis

**Vice President of Volunteers:** Dana Ghesser

**Vice President of Homeroom Parents:** Rachel Bower

**Vice President of Communications (BES Blast):** Tiffany Wolcott

**Vice President of Community Service:** Cara Rash

**Treasurer:** Jami Long

**Assistant Treasurer:** Sara Dougherty

**Secretary:** Angela Polsel

### **Welcome to the 2024-25 Beaumont HSA**

The parent, teacher and staff association at Beaumont Elementary is called the Home & School Association (HSA). All families with children enrolled at Beaumont are members of the HSA. There are no dues for membership. It is the mission of the HSA to support and enrich our children's school experience. The winning combination of Beaumont's wonderful staff and families really stands for Helping our School Achieve. Through various fundraising activities and a high level of volunteerism from Beaumont families, the HSA is able to sponsor many events as well as provide funding for many capital improvements for our school. The HSA also annually supports all Cultural Arts assemblies, Theme Week, classroom parties, and the Publishing Center.

### **RIGHTS PERTAINING TO STUDENT RECORDS- COLLECTION AND USE OF DIRECTORY INFORMATION**

Regulation 5225 Student Records-ANNUAL NOTIFICATION OF RIGHTS

#### ***Student Records***

The Family Educational Rights and Privacy Act (FERPA) affords parents and students who are 18 years of age or older ("eligible students") certain rights with respect to the student's education records.<sup>1</sup> Please refer to Board Policy and Administrative Regulation 5225 and its accompanying procedures (which are available on the District's website or by contacting the District by phone at 610-240-1900) for details regarding the District's procedures for the classification, maintenance and destruction of student records. A summary of these rights follows:

**(1) The right to inspect and review the student's education records within 45 days of the day the District receives a request for access:** Parents/guardians or eligible students should submit to the school principal a written request that identifies the record(s) they wish to inspect. The principal will make arrangements for access and notify the parent/guardian or eligible student of the time and place where the records may be inspected.

---

<sup>1</sup> The rights of the parents or guardians of students with an Individualized Education Program (IEP) retain these rights until the student is 21, but will share all rights under this regulation with the eligible student. To the extent that a student with an IEP has a guardianship order addressing the rights of the student and their parents or guardians, the terms of that order shall control.

**(2) The right to request the amendment of the student’s education records that the parent/guardian or eligible student believes are inaccurate, misleading, or otherwise in violation of the student’s privacy rights under FERPA:** Parents/guardians or eligible students may ask the District to amend a record that they believe is inaccurate or misleading. They should submit a written request to the school principal, clearly identifying the part of the record they want changed and specifying why it is inaccurate, misleading, or otherwise in violation of the student’s privacy rights under FERPA. If the District decides not to amend the record as requested by the parent/guardian or eligible student, the District will notify the parent/guardian or eligible student of the decision and advise them of their right to a hearing regarding the request for amendment. Additional information regarding the hearing procedures will be provided to the parent/guardian or eligible student when notified of the right to a hearing.

**(3) The right to consent to disclosures of personally identifiable information contained in the student’s education records, except to the extent that FERPA authorizes disclosure without consent:** One exception which permits disclosure without consent is disclosure to school officials with legitimate educational interests. A school official is a person employed by the District as an administrator, supervisor, instructor, or support staff member (including health or medical staff and law enforcement unit personnel); a Board member; a person or company with whom the District has contracted to perform a special task (such as an attorney, auditor, medical consultant or therapist); or a parent or student serving on an official committee, such as a disciplinary or grievance committee, or assisting another school official in performing their tasks. A contractor, consultant, volunteer, or other party to whom the District has outsourced District services or functions may be considered a school official under certain circumstances where the individual has a legitimate educational interest in the education record. A school official typically has a legitimate educational interest if the official needs to review an education record in order to fulfill his or her professional responsibility. The District also discloses educational records without consent to officials of other agencies or institutions that have requested the records and in which the student attends or seeks or intends to enroll.

**(4) The right to file a complaint with the U.S. Department of Education concerning alleged failures by the District to comply with the requirements of FERPA.**

The name and address of the Office that administers FERPA is:

Student Privacy Policy Office

U.S. Department of Education

400 Maryland Avenue, S.W.

Washington, D.C. 20202

### ***Notice for Student Directory Information***

**The District may disclose the following types of information (known as “directory information”) without your consent unless you notify your school principal in writing prior to September 1 that you do not want**

**the District to disclose directory information from your child’s educational records without your prior written consent.**

**Directory information** includes the following information relating to a student: the student/family members’ name, address, telephone number, electronic mail address, photograph, date and place of birth, years of attendance, grade level, participation in officially recognized activities and sports, weight and height of members of athletic teams, degrees, honors and awards received, the most recent previous educational agency or institution attended by the student, and other similar information. Directory information may include a student identification (ID) number or personal identifier as long as the ID number or identifier cannot be used to gain access to educational records without another factor (such as a PIN or password) possessed only by the authorized user. Directory information may be disclosed for purposes beneficial to the student and the District only with the approval of the District Superintendent or designee.

**TREDYFFRIN/EASTTOWN SCHOOL DISTRICT BOARD POLICIES AND ADMINISTRATIVE REGULATIONS FOR PARENT/GUARDIAN AND COMMUNITY VOLUNTEERS**

Volunteers play an important role in the quality of life in all Tredyffrin/Easttown schools. The assistance and support they offer to staff and students is invaluable and their contributions are part of what make our school communities special. The following school board policies and administrative regulations will assist you in serving in this unique function. **Offering to volunteer in any District school assumes compliance with all District policies and regulations that apply to District Volunteers.**

Concerns or questions about policies and regulations should be referred to Jeanne Braun, Coordinator of Community and Volunteer Services at 610-640-1913.

NOTE: All policies are subject to revision. Please check the TESD website (tesd.net) or call 610-240-1900 for more information.

**POLICIES AND REGULATIONS**

**Volunteers P1300**

The District appreciates the efforts of parents and community volunteers. Volunteer activities will occur only as requested by the teacher or supervisor, and will be under the direction of the teacher or supervisor at all times. The District Volunteer Coordinator will coordinate the recruitment, selection, and oversight of District volunteers.

No volunteer may use any confidential information obtained by virtue of their volunteer service.

The Superintendent shall promulgate guidelines implementing this Policy, which shall require all volunteers to:

1. maintain the privacy of confidential student information; and
2. respect the authority of the teacher or supervisor overseeing the volunteers.

In addition, the Superintendent shall promulgate guidelines implementing this Policy, which shall require volunteers responsible for the welfare of children or having direct contact with children to:

1. provide all criminal and child abuse clearances required by law as set forth in the accompanying administrative regulation. Only those volunteers deemed acceptable to the Superintendent or designee shall be appointed; and
2. report all incidents of suspected child abuse in accordance with law.

## **Volunteers R1300**

### **Definitions**

A “Volunteer” is an adult (individual who is 18 years or older) applying for or holding an unpaid position in the service of the District. Depending on the type of service provided, volunteers are designated as either “Tier I” or “Tier II” as described below. This definition does not include volunteers for outside groups, such as Parent-Teacher Organizations and Booster Clubs, unless the person is directly acting in the service of the District in relation to a District program, activity, or service.

“Direct volunteer contact with children” or “Direct volunteer contact” means the care, supervision, guidance or control of children and routine interaction with children by a volunteer.

“Routine interaction with children” means regular or repeated contact that is integral to a person’s employment or volunteer responsibilities.

“Person responsible for a/the child’s welfare” means a person who provides permanent or temporary care, supervision, mental health diagnosis or treatment, training, or control of a child in lieu of parental care, supervision, and control. This includes any person who has direct or regular contact with a child through any school-sponsored program, activity or service.

“Program, activity or service” means any of the following in which children participate: youth camps or programs, recreational camps or programs, sports or athletic programs, community or social outreach programs, enrichment or educational programs, and troops, clubs, or similar organizations.

“Tier I Volunteers” are those volunteers who will either be responsible for a child’s welfare or will have direct volunteer contact with children.

“Tier II Volunteers” are those volunteers who will not be responsible for a child’s welfare and also not have direct volunteer contact with children.

“Immediate vicinity” means an area in which an individual is physically present with a child and can see, hear, direct and assess the activities of the child.

### **Requirement to Obtain Certifications**

Pursuant to Pennsylvania law, certain volunteers are required to obtain FBI, State Police, and Department of Human Services certifications, and will be required to renew those certifications every sixty (60) months.

The District respects the privacy of volunteer applicants, and will hold all certification results in strict confidence to the extent permitted by law. There will be only limited personnel access approved by the Superintendent or designee to certification files on a “need-to-know” basis.

## **Tier I Volunteers**

Tier 1 Volunteers must obtain and submit certifications to the District Volunteer Coordinator prior to being approved to serve as a volunteer. Current Tier I Volunteers with a certification issued before August 25, 2019 must obtain the required certifications within sixty (60) months of their most recent certification.

All Tier I Volunteers have an ongoing obligation to renew their certifications every sixty (60) months from the date of their oldest certification.

If a Tier I Volunteer has been a resident of Pennsylvania for the entirety of the previous ten-year period and swears or affirms in writing that they have not been disqualified from service and have not been convicted of a prohibited offense listed in existing law or a similar offense in another jurisdiction, only the State Police and DHS certifications will be required. If a Tier I Volunteer is a resident of Pennsylvania but has not resided in Pennsylvania for the entirety of the previous ten-year period, that individual must obtain an FBI criminal history background check only once, and not at successive intervals until that individual has satisfied the ten-year continuous residency requirement in Pennsylvania.

### **Non-Resident Volunteers:**

Employers, administrators, supervisors or other persons responsible for the selection of volunteers may allow a Tier I Volunteer from another state to serve on a provisional basis not to exceed a total of 30 days in a calendar year, if the volunteer is in compliance with the certification standards under the law of the jurisdiction (i.e. state) in which they are domiciled. The non-resident volunteer must provide the employer, administrator, supervisor or other person responsible for selection of volunteers with documentation of certifications.

## **Tier II Volunteers**

Tier II Volunteers do not need certifications.

**For a full explanation of volunteer certification requirements, please visit the TESD website ([tesd.net](http://tesd.net)).**

## **Arrest and Conviction Reporting Requirements for Volunteers**

All volunteers must report new arrests or convictions for any offense that would create a ban on employment or volunteer work with children to an administrator in writing within 72 hours. If a person responsible for employment decisions or an administrator has a reasonable belief that any volunteer was arrested or convicted for an offense that would constitute grounds for denying employment or volunteer work with children, or was named as a perpetrator in a founded or indicated report of child abuse, or the volunteer has provided notice as required under the law, the employer or administrator must immediately require that individual to submit current FBI, State Police, and DHS certifications. If any volunteer does not disclose arrests or convictions as required, they will be terminated immediately from all services to the District.

## **Other Guidelines**

The District reserves the right to exclude any volunteer based on an offense that would disqualify an employee from obtaining employment with the District.

All volunteers will be expected to follow these guidelines:

1. Respect the authority of the teacher or supervisor as the decision maker and as the person responsible for the instructional program, all classroom activities, and the well-being of all children in the classroom or school. Teachers or supervisors bear the ultimate responsibility for the welfare of students during school activities. When working with students or chaperoning field trips or school activities, parent volunteers must report all incidents of inappropriate behavior or situations in which students might be in danger to the teacher or supervisor in charge of the activity.

2. Respect the privacy and anonymity of each child by maintaining the confidentiality of information regarding students. Information regarding student classroom performance and/or behavior and information contained in student records must be shared only with District employees with an "educational need to know" the information. Information from student records is regulated by the Family Educational Rights Privacy Act.
3. Maintain a professional relationship with students. When issues of a personal or confidential nature are raised by students, volunteers must refrain from imposing their own opinions on students regarding matters of a personal nature.
4. Courteously inform your supervising teacher or supervisor if unable to attend volunteer activity and document attendance as requested by supervising teacher or supervisor.

Tier I Volunteers are expected to be familiar with District policies and receive any training provided by the District for volunteers. In particular, Tier I Volunteers are expected to comply with the following:

1. District policies and administrative regulations regarding child abuse identification and reporting. See Appendix A to Regulation 5436.
2. District policies and administrative regulations regarding the prohibition of discrimination within the District.
3. District policies and administrative regulations regarding unlawful harassment.
4. District policies and administrative regulations regarding student accidents.
5. District policies and administrative regulations regarding student hazing.
6. District policies and administrative regulations regarding student discipline.
7. District policies and administrative regulations regarding drugs, alcohol and tobacco.
8. District policies and administrative regulations regarding the accommodation of special needs students in 22 Pennsylvania Code Chapter 14.

### **Code of Civility (General Public) P1305**

This Policy is designed to promote civility - an environment in which all members of the school community will be treated with respect and expect the same in return. The District is committed to civility through education, training, and discipline when necessary. The District does not intend this Policy to deprive any person of his or her right to appropriate self-expression. Rather, it seeks to maintain, to the extent possible and reasonable, an environment in which people can feel safe and secure.

The District expects all members of the general public to be role models of civility while on District property or while attending or participating in a District-sponsored event.

It is the District's position that rude, disrespectful, abusive, or intolerant behavior erodes education. Such behavior shall be addressed when it occurs.

All members of the general public are expected to communicate with each other and with District employees, students, volunteers and Board members in an atmosphere of civility and mutual respect.

The Superintendent shall:

1. establish procedures to address complaints of individuals who believe they have been treated in an uncivil and/or disrespectful manner;
2. establish procedures to address failure of individuals to adhere to this Policy; and
3. publicize the contents of this Policy and the behavioral expectations it sets forth to the school community.

### **Code of Civility (General Public) R1305**

This Regulation implements Board Policy No. 1305 ("Code of Civility (General Public)") by:

- Defining "incivility" in the context of Policy No. 1305;
- Identifying strategies for dealing with incivility when it arises in the school setting; and,
- Establishing a complaint procedure to address complaints of individuals who believe they have been treated in an unprofessional and disrespectful manner

#### Definition and Examples of Incivility

"Incivility," when used in this Regulation, means the following:

- rude, abusive or intolerant behavior in any type of school setting when such behavior may tend to erode education or diminish an atmosphere of professionalism or mutual respect; and/or,
- use of offensive or obscene language in person, voice-mail, written correspondence, e-mail or any other form of communication; and/or,
- threatening or belligerent conduct that in any way interferes or threatens to interfere with the orderly operations of the District or places another person in fear of imminent physical harm.

#### Strategies for Addressing Incivility When It Occurs

1. If a participant in a meeting becomes verbally abusive, the District employee or other District representative responsible for chairing the meeting, on their own initiative or at the request of another meeting participant, should immediately ask the participant to stop and let them know that if the participant does not stop that the meeting will be terminated or, alternatively, that the participant will be requested or compelled to leave the meeting. If necessary, the meeting chair should recess the meeting to allow for decorum to be restored. If problems recur after the meeting is reconvened, the chair should consider adjourning the meeting or taking steps to remove the participant. The basis for any action should be documented. and documenting the basis for the meeting termination.

2. If the District is under a timeline to conduct a meeting involving an uncivil participant, the District employee responsible for chairing the meeting should advise the participant that the meeting will be completed without them.
3. If at any time a staff member, student, parent or other individual threatens bodily harm or attempts to physically touch in a threatening and harmful manner any person on school property, the police must be notified.

## Complaint and Resolution Procedures

1. Procedures

All complaints by or about members of the general public should be raised with the applicable building administrator or supervisor. If necessary, complaints should be reviewed through successive administrative levels in sequential order to the Superintendent and subsequently to the Board, where appropriate. Board members will be encouraged to advise complainants to first consult with the appropriate staff member or administrator and then, if necessary, to bring the problem to the attention of the Board through the administrative process.

### **Visitors Entering District School Buildings R1310**

All visitors seeking entrance to the school buildings during the school day, including Tier I and Tier II volunteers, will be required to go to the designated building entrance door, push an intercom button, state their name and purpose of their visit to gain entry into the building. District personnel will check visually and verbally prior to granting the visitor access. Once inside the school building, all visitors must check in and sign in at the visitor's desk or office desk to receive a visitor's badge. If school personnel does not recognize the visitor, the visitor will be required to present photo identification. Their visitor badge must be worn at all times while in the school building. The visitor will return the visitor's badge to the visitor's desk and sign out prior to exiting the school building.

All staff members shall be responsible for requiring a visitor to display a visitor's pass. In cases when a visitor is not in possession of a visitor's badge, staff members will notify the principal's office. School personnel will then follow procedures for possible intruder alert.

Individuals who seek entry to or enter a school building for unauthorized reasons or fail to follow the District's building access and guest/visitor management procedures may be prevented from entering the school building, or, if entry has already been established, may be required to immediately leave. Violations of this Policy may lead to restrictions on the individual's ability to return to the school building, and law enforcement may be notified, as determined by the Superintendent or designee, based upon the circumstances.

### **Accident Reporting P1313**

The Board requires that all injuries of visitors occurring on school property shall be reported to the school nurse by the building administrator or designee. These, in turn, will be reported to the administration as soon as practicable.

## **Alcohol: Possession and Use (General Public) P1320**

No person shall possess, consume or dispense alcoholic beverages or be under the influence of alcohol within any of the buildings owned by the District, on school grounds, in school vehicles and/or while participating in or supervising school-sponsored activities on or off school premises. The foregoing is a total ban on all alcoholic beverages in any District building, on any District property, in any District vehicle or during any District-sponsored activity and applies to all individuals. Violation of this Policy will result in penalties as provided in Regulation 1320.

“Under the influence” means noticeable impairment of ability to ambulate, converse, comprehend or perform motor tasks as a result of consumption of alcohol.

## **Alcohol: Possession and Use (General Public) R1320**

Members of the general public at large found in violation of Policy 1320 may be subject to penalties as permitted under applicable Pennsylvania law. Members of the general public at large who repeatedly violate Policy 1320 may have their access to District property restricted.

### **Tobacco, Smoking Products and Electronic Smoking Products:**

#### **Use (General Public) P1330 and R 1330**

The use of tobacco by anyone is prohibited within all of the buildings owned by the District, on school grounds, in school vehicles and/or while participating in or supervising school-sponsored activities on or off school premises. The foregoing is a total ban on all tobacco use in any District building, on any District property, in any District vehicle and/or during any District-sponsored activity. Members of the general public found in violation of Policy 1330 will be required to stop the prohibited activity and may also be asked to leave. Members of the general public found in violation of Policy 1330 may be subject to penalties as permitted under applicable Pennsylvania law.

For the purposes of this Policy and its accompanying regulation, "the use of tobacco" shall mean all uses of tobacco, including lighted or unlighted cigar, cigarette, pipe or other smoking product or material, smokeless tobacco in any form, and electronic smoking or vaping products. “Electronic smoking products” mean electronic products designed to deliver nicotine, flavor and/or other potentially harmful chemicals or are otherwise designed to simulate use of tobacco products. “Vaping” means to inhale vapor through the mouth from a usually battery operated electronic device (such as an electronic cigarette) that heats up and vaporizes a liquid or solid.

## **Weapons: Possession and Use (General Public) P1340**

**The use, possession or transfer of weapons by persons on District property is prohibited, with the exception of weapons under the control of law enforcement personnel who are on official business in the District or unless the weapon has been approved by the building principal or supervising administrator for possession in conjunction with a lawful, supervised activity or course.**

For purposes of this Policy, District property means on District grounds, school-sponsored activities or public conveyances providing transportation to a school or school-sponsored activity.

For purposes of this Policy, the term 'weapon' shall be defined consistent with Act 167 of 1980 and shall include, but not be limited to, any knife, cutting instrument, cutting tool, nunchaku, firearm, shotgun, rifle and any other tool, instrument or implement capable of inflicting serious bodily injury.

Appropriate legal action will be taken against any person who possesses an unapproved weapon, or who assists

possession in any way. Persons possessing any unapproved weapon will be reported to the police.

Any weapon possessed on or about a person while on District property in violation of this Policy is subject to seizure and/or forfeiture.

### **Restrictions on Use of Electronic Devices (General Public) P1341**

Members of the general public may possess electronic devices including, but not limited to, cellular telephones, cameras and personal digital assistants with video/camera capabilities within all of the buildings owned by the District, on school grounds, in school vehicles and/or while participating in or supervising school-sponsored activities on or off school premises. The administration shall have the right to regulate the use of all electronic devices in addition to the following restrictions:

1. When appropriate, electronic devices must be turned off or set in silent mode.
2. Electronic devices may not be used to conduct any activities which violate state and/or federal law, Board Policy or school rules.
3. Electronic devices may not be used in any manner which interferes with, or is disruptive to, educational or extracurricular activities or events.
4. Use of electronic devices with video/camera capabilities is strictly prohibited in restrooms, locker rooms and in other areas where individuals would have a similar expectation of privacy.

Notwithstanding the rules set forth above, electronic devices may be used at any time to respond to or report an emergency situation.

Members of the general public found in violation of this Policy may be asked to relinquish their electronic devices and/or may be required to leave the school building or school-sponsored activity.

### **Additional Relevant Policies and Regulations**

District Volunteers are expected to be familiar with and comply with all District policies and regulations on TESD's website ([tesd.net](http://tesd.net)). Specifically, in addition to the foregoing, volunteers should comply with District policy relating to the following:

1. Volunteers are prohibited from engaging in any form of discriminatory harassment based on actual or perceived race, color, age, creed, religion, sex, gender, sexual orientation, gender identity, gender expression, ancestry, national origin/ethnicity, veteran status, marital status, handicap/disability, or membership in any other protected class, as enumerated in P4330 and R4330.
2. Volunteers are expected to be familiar with and comply with the applicable federal and state law pertaining to students with a disability that attend District schools, as required by P5100 and R5100.
3. Volunteers are expected to comply with the guidelines relating to student records that are enumerated in P5225 and R5225.
4. Volunteers are expected to maintain a safe, positive and respectful environment for students and staff by complying with District policy regarding bullying, hazing, discriminatory harassment, threatening behavior and threats (P5401 and R5401), and self-harming behavior (P5423).

5. Volunteers are prohibited from the unlawful manufacture, dispensing, distribution, possession or use of controlled substances, as enumerated in P4300 and R4300.
6. Volunteers have a duty to report any detected evidence of student use of, distribution of, possession of, or being under the influence of any prohibited substances, as provided in P5405 and R5405.
7. Volunteers are expected to comply with District procedures relating to students who suffer injuries at school or during school events, including students who suffer brain injuries or cardiac events, as required by P5422.
8. Volunteers who are mandated reporters must report cases of suspected child abuse as required by P5436, R5436 and by applicable law.
9. Volunteers are responsible for encouraging equal participation in all educational activities, programs, courses of study, awards and scholarships, as required by P6141.
10. Volunteers are required to be familiar with and comply with the District policy regarding field trips, as outlined in P6153 and R6153, and relevant policy regarding other student travel, as outlined in P6155 and R6155.
11. Volunteers are required at all times to maintain professional, moral and ethical relationships with District students that are conducive to an effective, safe learning environment, and to adhere to all applicable requirements of the Districts Board Policy and Administrative Regulation regarding maintaining appropriate boundaries with students, as outlined in P5461 and R5461.
12. Volunteers should inform their District contact or administrator of any self-harming behavior exhibited by students. "Self-harming behavior" as indicated in P5423 and R5423 includes (but is not limited to) threats of suicide, excessive risk taking, purposeful self-injury, and evidence of excessive alcohol consumption or harmful drug use. The Regulation also contains additional information regarding the prevention of suicide and other self-harming behaviors, including referral and response procedures.